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ABSTRACT

The Wayne-Westland Community School's Title IV, Part A Project is described, documented, and evaluated in this report on its initial year of operation. Project goals are identified as involving: cultural enrichment programs for Native American students in Indian history, treaties, customs, lore, and contemporary issues, art, language; instructional sessions on good grooming and personal hygiene; Indian games; and field trip, emergency service, Saturday and summer school, counseling, and remedial components. Included in this document are: an introduction; project goals; summary of objectives and evaluation methods; project content overviews; floor plan of the Indian Education Center; project administration; problems; activities calendar; community in-service presentations; staff in-service programs; budget, equipment, and materials; district support; dissemination activities; consultant services; evaluation goals and objectives; and concluding comments and recommendations. Evaluation results (derived from pre- and post-tests designed to measure cultural IQ and from attendance, student participation, student achievement, clerical, and accounting records) are presented in terms of each objective and generally reflect overwhelming success in program implementation. The appendices of this document are substantial, including: conferences, workshops, field trips, guest speakers, correspondence and documentation, instructor's resumes and job descriptions, samples of instructional material, and Indian culture survey results. (JC)

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Wayne-Westland Community Schools

TITLE IV PART A

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FINAL EVALUATION REPORT

1976-1977

Roslynn McCoy
Project Director

Rodney Deyo
Parent Committee Chairman

Dr. James R. Doyle
LEA Liaison

Mark Jurecki
Project Evaluator

RC010210

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TABLE OF CONTENTS

INTRODUCTION PAGE 1

PROJECT GOALS PAGE 2

SUMMARY OF OBJECTIVES & EVALUATIONS PAGE 4

PROJECT CONTENT OVERVIEWS PAGE 7

FLOOR PLAN OF INDIAN EDUCATION CENTER PAGE 12

ADMINISTRATION PAGE 13

PROBLEMS PAGE 15

ACTIVITIES CALENDAR PAGE 16

COMMUNITY IN-SERVICE PRESENTATIONS PAGE 18

STAFF IN-SERVICES PAGE 28

BUDGET, EQUIPMENT & MATERIALS PAGE 34

DISTRICT SUPPORT PAGE 48

DISSEMINATION ACTIVITIES PAGE 49

CONSULTANT SERVICES PAGE 50

EVALUATION OF GOALS & OBJECTIVES PAGE 51

CONCLUDING COMMENTS & RECOMMENDATIONS PAGE 78

APPENDICES

A CONFERENCES PAGE 82

B WORKSHOPS PAGE 109

C FIELD TRIPS PAGE 132

D GUEST SPEAKERS PAGE 142

E CORRESPONDENCE & DOCUMENTATION PAGE 150

F INSTRUCTORS' RESUMES & JOB DESCRIPTIONS PAGE 169

G SAMPLES OF INSTRUCTIONAL MATERIAL PAGE 181

H INDIAN CULTURE SURVEY RESULTS PAGE 195

INTRODUCTION

The purpose of this Final Evaluation Report is to describe, document, and measure the success of the Wayne-Westland Community School's Title IV-Part A Project over the course of its first year of operation.

Past experience with other projects has clearly shown that those projects that get off the ground on a solid foundation have a greater chance of success. On the other hand, projects that initially fail to concentrate on the goals and objectives stated in their proposals tend to experience misunderstandings, misunderstandings that destroy trust and a break down confidence. Eventually these problems combine to erode such projects.

To avoid these pitfalls, particularly during the first year of a project's funding, it is necessary to examine in detail how closely the project concentrates on meeting its stated goals and objectives.

A close monitoring of both the initial implementation and overall project performance, by creating an awareness of any problems that may be surfacing, and by moving to intercept and remedy problem areas, builds confidence between project leadership, staff personnel and the funding agency - in this case - the Title IV-Part A staff.

Therefore, this report will first describe the activities of the project to date. Next, it will provide documentation of staff, student and parent activities within the project which have been directed toward meeting project objectives. And lastly, this report will determine how well the project has fulfilled the objectives presented in its original proposal.

This report is partly the result of on-site visits. Additional information was supplied by the project staff, both on a formal and on an informal basis. Other data of consequence came from school district personnel, members of the Parent Committee, and from the students themselves. To each of these cooperating groups thanks are in order for their helpful assistance.

Sincerely,

Mark Jurecki

Mark Jurecki
Project Evaluator

AMERICAN INDIAN EDUCATION
TITLE IV-PART A PROJECT

PROJECT GOALS

1) Native American students in the district will have a basic and true account of Indian History, Treaties, Customs, Lore and Contemporary Issues

2) Participating students will learn traditional songs and dances as part of their cultural enrichment

3) Participating students will have a basic appreciation and understanding of Indian Art and Crafts, and will demonstrate skill in one Art or Craft Project of their choice

4) Students will be able to converse in at least five phrases of everyday conversation in a Native American language

5) Instructional sessions on Good Grooming and Personal Hygiene will be presented

6) Students will learn a Native American game which will provide physical fitness training, through various Indian games and recreation

7) Students shall be employed as Student Aides when and where possible

8) There will be at least 3 workshops for Secondary Students in at least 2 areas covered by this program

9) There will be at least 2 field trips for all participants

10) There will be at least four Guest Speakers in the areas of Indian Culture, Music, Art and History

11) This program will employ: one Project Director, one Teacher, Native American Educational Technicians where needed, Native American Secondary Students on demand, one full-time Secretary and one Native American Resource Consultant when needed

12) Emergency service (dental, medical, and optical) will be provided for participating students. Emergency expenses shall not exceed $15.00 per student

13) We will institute an Indian Educational and Cultural Saturday School during the regular school year and three day week summer school

14) Counseling will be available to students and their parents

15) Remedial academic assistance will be available

16) Indian students who participate will have a better self-image and a deeper appreciation of their cultural heritage

17) Existing public school textbooks will be reviewed and recommendations for book adoptions will be made.

SUMMARY OF OBJECTIVES AND EVALUATIONS

	Objective/Activity	Person Responsible	Means Used to Implement Objectives	Evaluation Measure
1	Students will have a basic and true account of Indian History, Treaties, Customs, Lore and Contemporary Issues	Project Staff	Resources assembled: March 1977 Project conducts Saturdays sessions and three day week summer sessions: March 1977-September 1977	50% of Secondary and 10% of Elementary participating students will demonstrate a 10% increase between a Project Staff and Parent Committee Pre and Post Survey of Native American culture
2	Students will learn Indian songs and dances	Project Staff	List of Resources compiled:March Saturday sessions during school year, periodic workshops, periodic field trips and summer sessions, March-September	Secondary students will demonstrate ability in a combination of one song and two dances; Elementary students will be responsible for one song or dance.
3	Students will demonstrate an appreciation for Indian Art and Crafts	Project Staff	Material presented as with objective 2 (above)	Students will demonstrate their understanding by producing one Art or Craft project of their choice
4	Students will be able to converse in five phrases of everyday conversation in a Native American language	Project Staff	Material will be presented during Saturday School and three day week Summer Program; March-September	50% of Secondary students and 10% of Elementary students will demonstrate their ability to use five phrases in a Native American language
5	Sessions on Good Grooming and Personal Hygiene will be provided	Project Staff	Workshops will be held during sessions. Consulting Cosmetologists will conduct workshops; March - September	Check of attendance will be made

SUMMARY OF OBJECTIVES AND EVALUATIONS

	Objective/Activity	Person Responsible	Means Used To Implement Objectives	Evaluation Measure
6	Students will learn an Indian game which will provide physical fitness training through various Indian games and recreation	Project Staff	Saturday School and Summer Sessions; field trips; Indian Life studies under guidance of Director; March-September	Students ability to participate in one Indian game will be verified
7	Secondary students will be employed as Student Aides	Project Staff	Native American students will be trained and advised in classes by staff	Placement and participation of Student Aides will be verified through records
8	There will be at least 3 workshops held for students in two areas of concern	Project Staff	Duration of school year; Saturday and Summer Session; March-September	Records of workshop activities will be analyze
9	There will be at least 2 field trips for all participants	Project Staff	Throughout program; March- September	Records of field trips and student participation will be kept
10	There will be at least 4 Guest Speakers in areas of Indian culture, music, art and history	Project Staff	Staff will identify, contact and contract consultants for Saturday Summer and Special Sessions; March-September	Copies of receipts will be filed, as will records of attendance and session participation
11	One Project Director, one Teacher, Native American Educational Technicians, Native American Secondary Students, one full-time Secretary and use of one Native American Resource Consultant when needed	Parent Committee Project	Parent Committee and LEA will decide upon Director and other Staff. Project Director, Parent Committee and LEA will hire or contract co-workers, January-February	Records of hirings, appointments, or contracted services will be examined to verify compliance with guidelines

SUMMARY OF OBJECTIVES AND EVALUATIONS

Objective/Activity	Person Responsible	Means Used To Implement Objectives	Evaluation Meausre
12 Emergency (medical, dental and optical) will be used to meet the physical needs of participating students	Project Staff	A limited amount of $15.00 can be used if needed for a participating student within budget limitation. Transportation to clinics will also be provided as necessary March-September	Records of disbursals, transactions, account status and travel funds will be kept
13 There will be an Indian Educational and Cultural Saturday School during the regular school year and a three day week summer program	Project Staff	Basic component of program: March-September	Records of attendance and a schedule of activities will be kept
14 Counseling will be provided throughout the program for Students and Parents	Project Staff	Project Director and Parent Committee will counsel as needed; March - September	Records will be kept of the number of appointments, but no records will be made of content of advisory sessions
15 Academic remedial help will be provided as needed	Project Staff	Staff members will provide tutorial services, services for the handicapped and the intellectually gifted; March - September	Records will be kept of the various services provided for Indian Education
16 Participating students will have a better understanding of their heritage as Native Americans	Project Staff Evaluator	Project Staff will provide services and impact of program will be assessed by contracted External Evaluation; March - September	Evaluator will survey participating students at two different times; May and August, 1977. Evaluator will present Interim Report in May and Final Report in September
17 Existing textbooks will be reviewed and curriculum recommendations will be made	Parent Committee Project Staff	Project Staff and Parent Committee will review materials and recommend book adoptions; March-September	Activities of Committee and Staff will form one section of documentation in evaluator's reports

PROJECT CONTENT OVERVIEWS

These overviews of planned activities come from the project instructors who have stated their plans, and the reasoning behind their planned instructional activities:

Neva Coriz - Native American Education Technician (Art Instructor)

My main objective is to teach the students to think with their hearts in matters of art. I want them to learn to associate art and nature in the Indian way.

In May they will learn how to graph simple designs in cooperation with the crafts class which will help them in coordinating colors and designs.

In June the students will go outside and look at nature surrounding us, and incorporate this into their graph designs, pen and ink, and pencil drawings so that they will get a real feeling for nature in art.

In July, nature, Indian music, and feelings we've learned previously will be combined using a variety of materials, to capture nature in our art projects.

In August, we will be able to utilize the woods to give the students an even deeper appreciation of the relationship between the woods and the Indian. This will greatly affect art work in my class and help in crafts to make their designs more appropriate in their own minds. Through this program, the kids will really begin to understand and appreciate their own Indian heritage.

Stonehorse Goeman - Native American Education Technician (Games Instructor)

Games and recreation will be an introduction, through active participation, to various games. This course will ingrain in the students the rules of the games, their social significance, and their ceremonial purpose. During each session the students themselves will act as referees and judges; this will insure that each student will develop a thorough knowledge of each particular game.

The students will also be making the actual "tools" to be used in these games (hoops, arrows, javelins, etc.). This will help them develop a correct sense of each games purpose and a thorough familiarity with the games equipment.

The students will achieve enough "working knowledge" to insure that at the end of the program, all of the students will be able to give an oral, as well as a physical, demonstration of all of the games they have been taught.

Irving (Hap) McCue, Native American Education Technician (Ojibway Language)

I would like to teach these children some of the structure of the Ojibway language. Through this teaching, the children will develop an understanding of the language, its meaning, its religious and spiritual functions, its cultural background and its day to day functions.

In teaching the Ojibway language I will stress that it is not the only native language. In this way, we will not take anything away from the importance of the Indian child's tribal heritage. Cherokee, Ponca, Seneca, Ottawa and Sioux students will be encouraged to be proud of their special heritage, and of their own native identity!

Language instruction will make these children more aware, and prouder of their native heritage.

I will be teaching as much of the language as will be important and meaningful to these children. I feel they can learn much during these short, but very constructive classes.

Although it is hard to make lesson plans, because of the wide range of different ages among the children, I hope to have these children using and understanding some of the Ojibway language within a month.

Project Staff and Consultants, Overview of Songs, Dances and Crafts

Students will develop a basic appreciation for Indian songs and dances. The emphasis will be on social dancing, but students will be able to name other dances along with their accompanying songs. Throughout these sessions traditional values and beliefs will be stressed.

In crafts, students will develop their basic skills in utilizing Indian craft materials to produce a basic and fundamental understanding of Indian crafts as they relate to history, values and beliefs.

Stonehorse Goeman, Native American Education Technician (History Instructor)

America's Conscience-The Shadow of a People

This course will be both an examination and a historical dissertation. During our four months together I will take the students from the beginning up to the present. Geographically, this means we will start with the east coast and end at the west coast. This is important because each region will be a memory aid to the students and this approach will correctly relate the Indian people involved and give the students a sense of advancement up to that point in time.

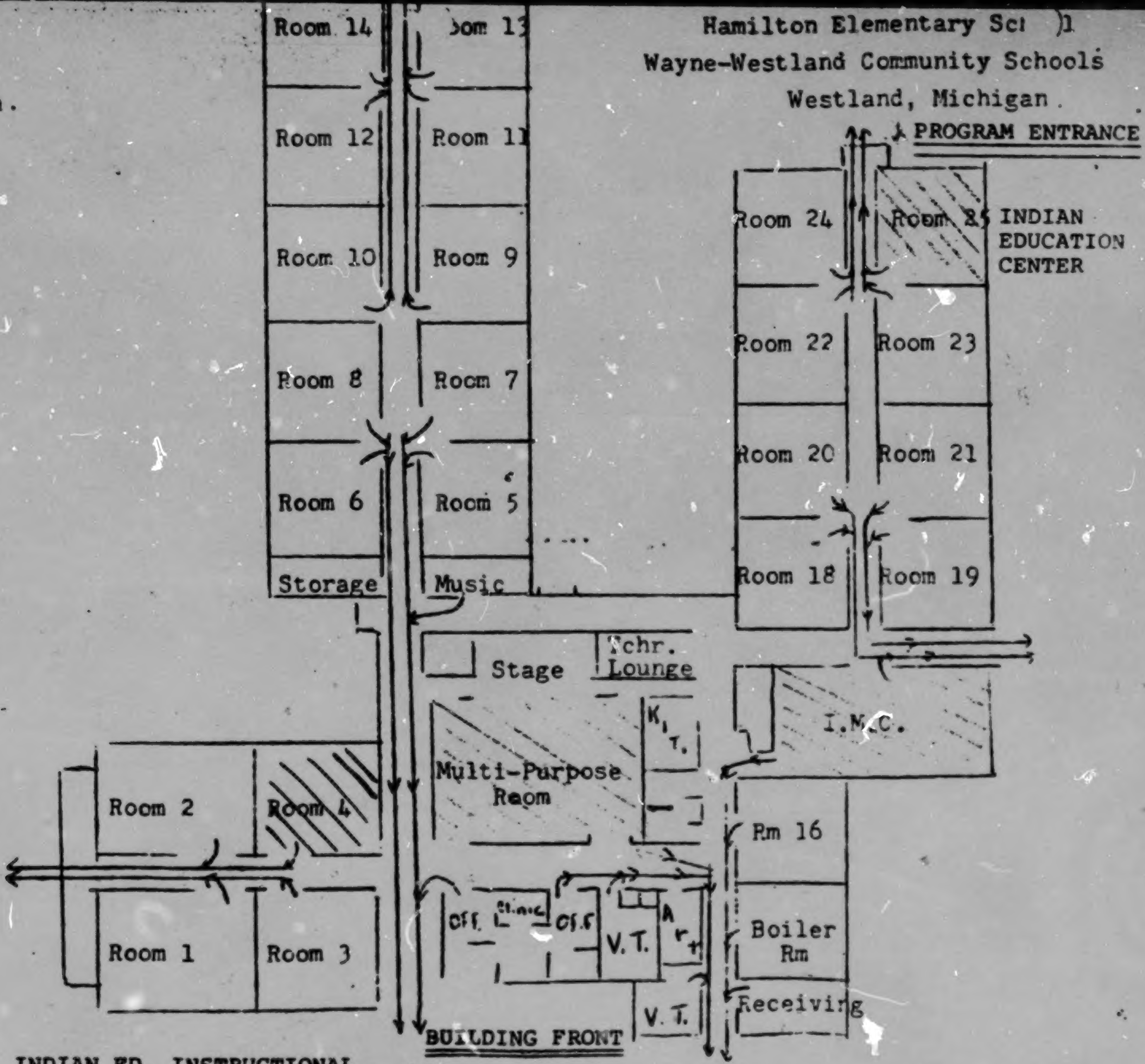
This course will also focus on similarities and differences in Indian cultural and religious beliefs. Students will also learn what role the tolerance and unselfishness of the Indian played in aiding the European. These factors, along with the contrary religious beliefs and sense of will that Europeans had in God's destiny for them, served as a rationale for many of the lies and inequities that the Europeans were to employ.

In this crucible the students will see and understand clearly that our past history was more than a history of land expansion and material exploitation. At stake was the very existence of one culture and the destruction of another at hand.

The underlying purpose of the course will be to initiate in the student's mind a sense of awareness of the often distorted and forgotten cultures of the Indian today. They will learn of Indian culture and of its viability, that same culture that extended its hospitality and was brutalized by the European, the same culture that once again flowers today! To say We Are!!!

Emergency Evacuation Plan

Hamilton Elementary Sc
Wayne-Westland Community Schools
Westland, Michigan



Revised 10-2-75

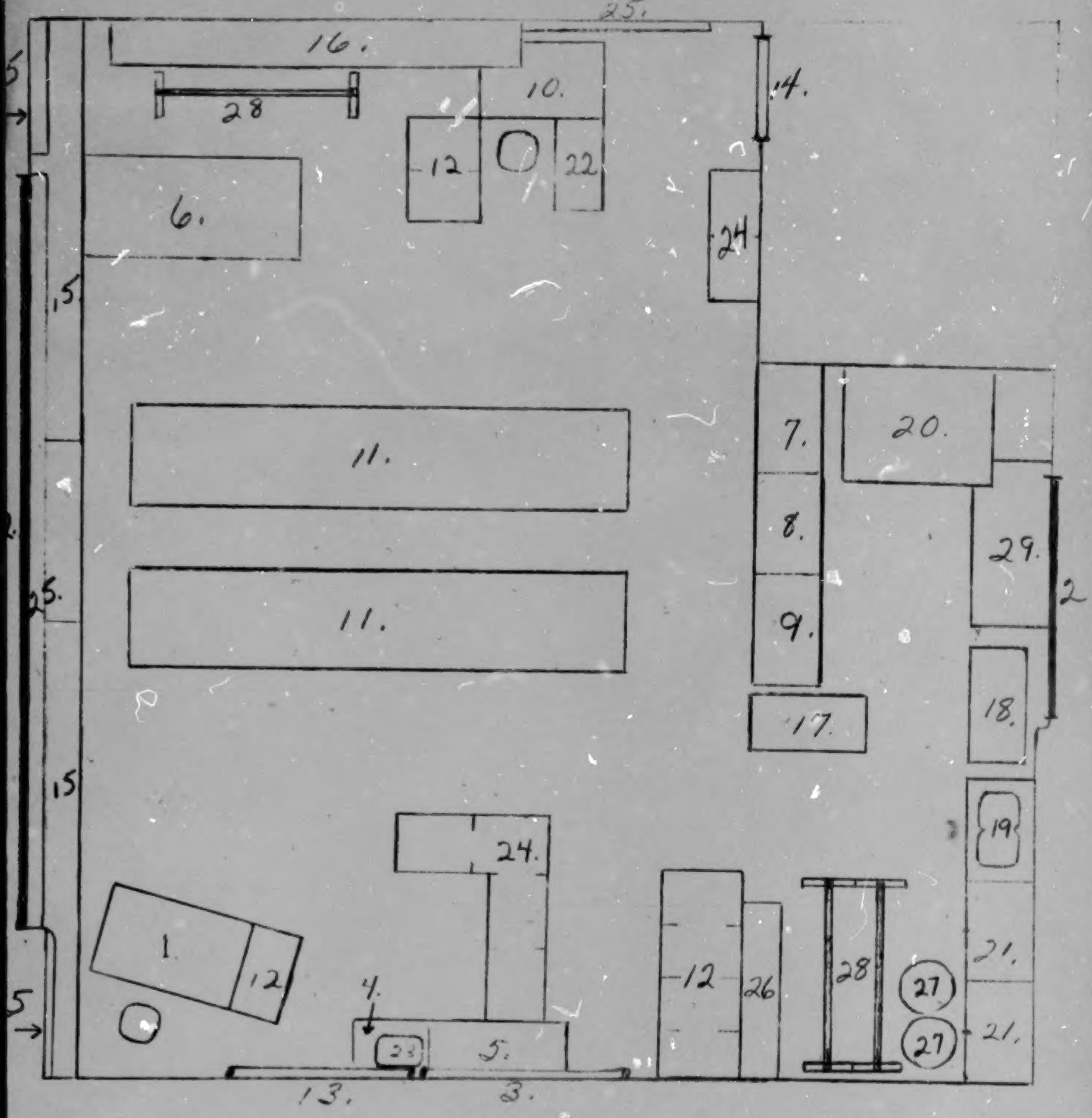
INDIAN ED. INSTRUCTIONAL FACILITIES:

- *1. Indian Ed. Center - Room 25
- *2. Instructional Materials Center
- *3. Multi-Purpose Room
- 4. MUSIC ROOM - #4

PARKING

1. Director's desk
2. Windows
3. Maps
4. Sewing Machine
5. Display of baskets, breast plate, etc.
6. Mary & Dorothy's Desk
7. Craft Supplies
8. Art Supplies
9. Office Supplies
10. Secretary's desk
11. Two rows of tables
12. Filing cabinets
13. Projector screen
14. Door
15. Book shelves (under windows)
16. Storage boxes under coat rack
17. Carts
18. Zerox Machine
18. Sink and counter
20. Drawer file for art paper
21. Art cabinet
22. Typewriter
23. Record player
24. Desks
25. Bulletin Boards
26. Shelves
27. Barrels - LaCrosse and Shinny sticks
28. Chalk boards
29. Paper cutter table

FLOOR PLAN OF INDIAN EDUCATION CENTER



ADMINISTRATION

Pursuant to funding of the Title IV-Part A grant, Ms Roslynn McCoy, a member of the Sauk & Fox tribe of Oklahoma, was designated Project Director on January 26, 1977.

Ms. McCoy quickly established close contact and rapport with the Indian Parent Committee, the School District Staff and with personnel from other Title IV-Part A Projects.

Roslynn received extensive cooperation from the Wayne-Westland Community Schools. Among others, Dr. James R. Doyle, Director of Research, Evaluation, and Program Planning provided the project staff with facilities for its activities, guidelines for project performance, and ongoing consultation and assistance. After several months of planning and coordination, classroom facilities at Hamilton Elementary School were provided for the project.

At the new American Indian Education Center the special needs of elementary and secondary Indian students are being met, in addition, ongoing staff consultations and meetings are being held regularly to assure the effective functioning of the project. Ms. McCoy has personally maintained high standards of project performance via both personal and group contacts with the project's Parent Committee staff, and other concerned parties in the community.

SECRETARY

At the projects beginning, there was no permanent full-time secretary. However, the initial coordinating activities were effectively managed by members of the Indian Parent Committee and a temporary clerical staff consisting of one interim secretary and a paraprofessional aide until such time as a permanent secretary could be hired. As of March 9, 1977, Arlene Shirley Baumann, of Sioux descent, has served as secretary to the Director.

OTHER STAFF POSITIONS

As called for in the goals and objectives of the project, other staff positions have been provided. As of May 31st, these included: Native American Educational Technicians, Secondary Student Aides and Resource Consultants whose services were contracted for the project. Staff positions as of May 31, 1977:

Dorothy Tufnell, Paraprofessional
Bonnie Appleton (Chrapkiewicz), Oneida, NAET - Crafts
Steve Appleton, Oneida, NAET - Songs
Darlene Chippewa, Ottawa, NAET - Dances
Neva Coriz, Keresan, NAET - Art
Stonehorse Goeman, Seneca, NAET-Games & Recreation and History Customs, Lore & Contemporary Issues
Mary Hill, Yaqui, Mayan & Seneca-Paraprofessional
Karen Deyo, Cherokee - Student Aide - Art
Nancy Marie Neal, Cherokee, Teacher - Remedial Reading
Catherine Pike, Cherokee, Student Aide - History

Hap McCue, Ojibway- Ojibway Language
Patricia White, Oneida-Crafts
Cheryl Riley, Ojibway, NAET - Crafts
Debbie Riley, Ojibway, NAET - Crafts
Naomi Shognosh, Sauk & Fox, NAET - Crafts
Franklin Shipman, Potawatomi, NAET - Songs
Marlin Simons, Ojibway, NAET - Songs
David DeLeary, Ojibway, NAET - Songs
Cherise Styers, Onondaga, Student Aide - Remedial Reading
Grace Styers, Onondaga, Student Aide - Songs & Dances
Steve Styers, Onondaga, Student Aide - Games & Recreation
Dennis Tufnell, Ojibway, Student Aide - Ojibway Language
Melinda Worsham, Cherokee, Student Aide - Crafts
Mary Kay Tufnell, Ojibway, Student Aide - Art

There have been since that time, additions to and deletions from the May staff list. Some of these changes resulted from some staff members moving away from the Wayne-Westland area. In rare instances, staff members left the project because executive decisions in their regard were made by the project Director and Parent Committee. When vacancies occurred, they were rapidly filled by qualified applicants who were screened and hired in accordance with the approved guidelines.

Another change in the staff took place in the titles given to workers. These changes arose out of administrative and payroll problems encountered after the start of the three-day-week Summer session.

This was the situation: a) nearly all of the then current staff members were paid on a contractual basis, b) all of the check requests for those workers had to be approved by the School Board, c) throughout the Summer, owing to vacations, the School Board met irregularly, d) there were times when workers had to wait more than one month for their checks.

To remedy these problems, the Director requested, and was allowed to put these staff members on the School District's payroll processing system. At this point, the Director was informed that some of the job titles used by the project personnel conflicted with already existing district job titles. Therefore, the project job titles had to be changed.

These changes in personnel and in their job titles are presented below:

Staff Positions as of September 30, 1977:

Mary Hill, Community Liaison-Yaqui-Mayan
Dorothy Tufnell, Program Technician
Stonehorse Goeman, Technician in History & Games & Recreation
Hap McCue, Ojibway, Technician in Ojibway Language
Cheryl Riley, Ojibway, Technician in Crafts
Glory Tacheenie, Navajo, Technician in Art
Nancy Marie Neal, Cherokee, Remedial Reading Volunteer Teacher
Bonnie Appleton (Chrapkiewicz), Oneida, Technician in Crafts

PROBLEMS

The American Indian Education Project encountered a few difficulties during its first months. At first, there was some difficulty in distributing, collecting, and forwarding the federally approved survey upon which the count of Native American students was to be based. The project staff, knowing that the deadlines for submission were very difficult to meet, applied for, and received an extention of the deadline (see appendix E).

This extention made it possible for the project to comply with all of the federal guidelines. But, it had the unforseen consequence of delaying the project activities, thus throwing the project's time line askew.

This difficulty was worsened by a previous unfortunate mixup in communication between the local administration, Parent Committee and Washington D.C. The local administration did not form a Parent Committee soon enough after receiving funding. Its representative, Dr. James R. Doyle, takes responsibility for this delay in starting the program.

Other problems have arisen during the course of the first funding period. The overwhelming majority of these difficulties have been administrative in character and have cast no reflections upon the content of the services provided by the staff to the students.

As explained in the previous section, there were some problems which arose in the area of payroll. These difficulties have been resolved to the satisfaction of all concerned parties.

The first year activities of the project staff, Parent Committee, and school district personnel have been carried out in a thorough and conscientious manner. However, some recommendations have been made regarding minor problems and these appear in the final section of this report. These comments treat possible procedural changes that may be made to "fine-tune" the already satisfactory operation of the project.

In summary, although administrative problems have appeared, all concerned bodies; project staff, Parent Committee and school district representatives have worked together swiftly, and in close cooperation to rapidly resolve the few difficulties that they have encountered.

ACTIVITIES CALENDAR - 1976-77

Sept. 14, 76 - Parent Committee Meeting-Dr. McClendon, Guest Speaker
Sept. 23, 76 - Parent Committee Meeting
Nov. 4, 76 - Parent Committee Meeting-Dean George, Native American Consultant, Guest Speaker
Nov. 10, 76 - Parent Committee Meeting-Interim Secretary, Shirley Baumann
Nov. 17, 76 - Parent Committee Meeting-Dean George, Native American Consultant, Guest Speaker
Nov. 24, 76 - Parent Committee Meeting
Dec. 8, 76 - Parent Committee Meeting
Jan. 26, 77 - Parent Committee Meeting-Roslynn McCoy, Project Director, hired
Feb. 7, 77 - Inservice Learning Consultants
Feb. 8, 77 - Parent Committee Meeting-Future meetings to be held first Wednesday of each month
Mar. 2, 77 - Parent Committee Meeting
Mar. 3, 77 - First Inservice of Staff
Mar. 7, 77 - Secretary hired - Arlene Shirley Baumann
Mar. 16, 77 - Jackson Elementary - Parent Advisory Inservice
Mar. 23, 77 - Social Studies Department, Inservice Session
Mar. 28, 77 - Presentation - Program Preview - Wayne Memorial High
Apr. 6, 77 - Parent Committee Meeting
Apr. 21, 77 - Staff Inservice-Session II
Apr. 27, 77 - Hamilton Elementary - Parent Advisory
May 4, 77 - Parent Committee Meeting
May 5, 77 - Staff Inservice - Session III
May 7, 77 - First Day of Classes
May 11, 77 - Wayne Memorial High - Minorities Class Inservice
May 12, 77 - Staff Inservice - Session IV
May 14, 77 - Classes
May 19, 77 - Staff Inservice - Session V
May 26, 77 - Staff Inservice - Session VI
May 28, 77 - Classes
June 1, 77 - Parent Committee Meeting
June 2, 77 - Staff Inservice - Session VII
June 4, 77 - Classes
June 9, 77 - Staff Inservice - Session VIII
June 16, 77 - Staff Inservice - Session IX
June 18, 77 - Classes
June 20, 77 - Staff Inservice - Session X
June 27, 77 - Staff Inservice - Session XI
June 28, 77 - Classes
June 29, 77 - Classes
June 30, 77 - Classes
July 5, 77 - Classes
July 6, 77 - Classes and Parent Committee Meeting
July 7, 77 - Classes
July 12, 77 - Classes
July 13, 77 - Classes

July 14, 77 - Classes
July 19, 77 - Classes
July 20, 77 - Classes and Special Parent Committee Meeting
July 21, 77 - Classes
July 26, 77 - Classes
July 27, 77 - Classes
July 28, 77 - Classes
Aug 2, 77 - Staff Workshop: Staff , School District, Personnel, Student Aides, Evaluator
Aug 3, 77 - Staff Workshop and Parent Committee Meeting
Aug 4, 77 - Staff Workshop
Aug 9, 77 - Classes
Aug 10, 77 - Classes
Aug 11, 77 - Classes
Aug 16, 77 - Classes
Aug 17, 77 - Classes
Aug 23, 77 - Classes and parent volunteers making Craft give-a-way gifts
Aug 24, 77 - Classes and Carleen Pedrotti, Guest Speaker
Aug 25, 77 - Classes and Mini Workshop on Indian Foods, Naomi Shognosh, All students and interested parents
Aug 27, 77 - End of Year Feast- Students, parents and guests
Aug 29, 77 - Field Trip, Walpole Island Reservation, Ontario, Canada, Secondary students
Aug 30, 77 - Field Trip, Walpole Island Reservation, Ontario, Canada, Elementary students
Aug 31, 77 - Field Trip, Wayne-Westland Nature Center and Dean George, Guest Speaker
Sept 1, 77 - Field Trip, Museum of Natural Science-all students
Sept 7, 77 - Parent Committee Meeting
Sept 8, 77 - Staff meeting 9 A.M. - Student Aide Meeting 3:30 P.M.
Sept 12, 77 - Staff meeting 7:30 P.M.
Sept 17, 77 - Classes
Sept 22, 77 - Staff meeting 7:30 P.M.
Sept 23, 77 - Inservice, Mrs. Zubok-Hamilton School-4th grade
Sept 24, 77 - Classes
Sept 27, 77 - Staff meeting 7:30 P.M.
Sept 29, 77 - Guest Speakers - Hap McCue & Dorothy Goeman

AMERICAN INDIAN EDUCATION
COMMUNITY IN-SERVICE ACTIVITIES

OVERVIEW OF PROJECT

IN-SERVICE I February 7, 1977

An overview of the project was presented by Roslynn McCoy. She also presented an informative handout of questions and answers about Title IV-Part A. Other topics covered at this In-Service of learning consultants included:

1) Rules and Regulations:
Who Act will serve

2) Overview Objectives & Activities:
Special needs of Indian children

3) Materials Presented - Books:

   a) American Indians Today
   b) Our Indian Heritage
   c) Mishomis Books I, II, & III

4) Implications Towards Self-determination

5) Discussion:
Question and answer period

In-Service II   March 16, 1977

Ms McCoy again presented a summary of the program's features. This time the audience addressed was the Jackson Elementary School Parent Advisory Committee.

In addition to the first In-Service material, Ms McCoy also presented:

1) Indian Education Act of 1972 Filmstrip
2) Materials Presented:
   Display of LaCrosse stick, bead work, and the following books:
   - a) Real Wild Rice
   - b) Manabozho
   - c) She-May, the Bird in the Sugarbush
   - d) Cheer-up Old Man
   - e) American Indian Today
   - f) Our Indian Heritage
   - g) Mishomis Books I, II, and III

INSERVICE III March 23, 1977

The third In-Service session appraised the Social Studies Department Chairpersons of the project and of how it would approach the problem of the white viewpoint in American History.

The following excerpt from the minutes of that meeting gives a good picture of the first In-Service meetings:

> *Sally Ross introduced Frank Higgins, Assistant Superintendent for Curriculum; Roslynn McCoy, Project Director, American Indian Education; and Larry Wood, Chairperson, District Social Studies.*
>
> *Sally Ross stated that several social studies teachers had requested that she attend their staff meetings. The intentions of these visits would not be to make a speech or presentation, but merely to meet the social studies staff. She requested that secondary chairpeople contact her within the next few weeks to arrange a date for this visit.*
>
> *Frank Higgins spoke on the role of the Social Studies Coordinator and the future of state, federal and district funding for social studies programs.*
>
> *Roslynn McCoy spoke on the Indian Education project. Roslynn mentioned that she is available on a consultant basis to any teachers or departments that are working on American Indian units.*
>
> *She also plans on purchasing materials relating to the American Indian. These materials will be available to teachers.*
>
> *Roslynn mentioned also that many of the present history books depict history from the white viewpoint and not from the American Indian viewpoint.*
>
> *Larry Wood and Sally discussed Larry's new role as District Chairperson, Secondary Social Studies. Larry's role is not completely defined as yet and will be growing in response to the identification of the 1977-78 priorities of the Social Studies Committee.*
>
> *Elaine Didier (W.C.I.S.D.) explained the services of the Wayne County Intermediate School District staff and building. She then conducted a tour of the facility.*

IN-SERVICE IV April 27, 1977

This In-Service presented the project materials to the Hamilton Elementary School Parent Advisory Committee. The Committee's reaction to the presentation was very positive as may be seen in this selection from it's minutes:

Roslynn McCoy, Director of Indian Education for the Wayne-Westland Community Schools, inserviced those present on the Title IV-Part A program for Indian Education. She used slides, explained the goals and objectives and the needs of the children of Indian heritage. She carefully explained how the children qualified for the program. Also, the teachers and their qualifications to carry through the program were discussed thoroughly. Over 100 children and parents have come to the center at Hamilton School for information. The first session of classes will start May 7, 1977 at Hamilton School with three classes in Crafts, Language and Games. Ms McCoy is available as a consultant to the teachers.

IN-SERVICE V May 11, 1977

At this meeting, the last of the district In-Service meetings until fall, Ms McCoy presented the project to the Minorities class at Wayne Memorial High School. Special care was taken to concentrate on the special educational needs of Indian children in urban area.

In addition to these community In-Service meetings, there were several staff In-Service Sessions, as will be listed in the following section; there was also an extraordinary "American Indian Cultural Experience" presented in the Wayne Memorial High School Auditorium on March 28, 1977 (see program)
This, in effect, was an open invitation for community participation. Crafts, lore and dances along with a project overview were presented to the public, as was other information about the project and the project's personnel.

Wayne–Westland Community Schools

TITLE IV-PART A
INDIAN EDUCATION

Project staff

presents

"An American Indian Cultural Experience"

Wayne Memorial High School Auditorium

March 28, 1977

"An American Indian Cultural Experience".....is designed to present to parents and students of Indian heritage a preview of program objectives and activities.

TITLE IV - PART A INDIAN EDUCATION PROJECT STAFF

Roslynn McCoy, Sauk & Fox	Director
Shirley Baumann, Sioux	Secretary
Dorothy Tufnell	Paraprofessional
Hap McCue, Ojibway	Ojibway Language
Bonnie Appleton, Oneida	Crafts
Neva Coriz, Keresan	Art
Stonehorse Goeman, Seneca	Recreation-Games
Darlene Chippewa, Ottawa	Dances
Arthur Elliott, Ojibway	Songs
Steve Appleton, Oneida	Songs
Franklin Shipman, Potawatomi	Songs
Nancy Neal, Cherokee	Remedial Reading

Dancers: Walpole Island, Ontario, Canada
Detroit, Michigan
Six Nations, Canada

INDIAN EDUCATION PARENT COMMITTEE OFFICERS

Mr. Rodney Deyo, Cherokee	Chairperson
Ms. Sarah Stockton, Blackfoot	Co-Chairperson
Ms. Mary Sue Deyo, Cherokee	Secretary
Mr. Ted Batt, Ojibway	Treasurer

Dr. Timothy Dyer	Superintendent
Dr. James Doyle	LEA Representative, Research & Evaluation
Mr. Frank Higgins	Assistant Superintendent, Curriculum
Ms. Sally Ross	Staff Development Specialist

INDIAN EDUCATION OBJECTIVES AND ACTIVITIES

A basic and true account of Indian History, Treaties Customs and Lore

Traditional songs and dances

Basic appreciation of Indian art and crafts

Ojibway language

Indian games and recreation

Guest Speakers in the areas of Indian Culture, Music, Art and History.

Work shops and field trips

Counseling will be available to students and parents

Remedial academic assistance in reading and math will be provided

Existing public school books will be reviewed and recommendations for book adoptions will be made.

Indian students who participate will have a deeper appreciation of their cultural heritage.

An Indian Educational and Cultural Saturday School will be instituted during the regular school year and a three day week summer school will be instituted at the end of the regular school year.

On Saturday, April 2nd, registration will be held at Hamilton Elementary School - Room 25 - 1031 S. Schuman, on the corner of Avondale and S. Schuman between Wayne and Venoy Road; through the hours of 9 a.m. to 12 noon and 1 p.m. to 4 p.m. for the purpose of confirming student participation.

QUESTIONS AND ANSWERS

1. Question: What is the intent of Title IV - Part A Indian Education Act of 1972?

   Title IV - Part A of Public Law 92-318 (The Indian Education Act) is an amendment to Public Law 874 (Impact Aid) and is intended to "provide financial assistance to local educational agencies" for the development and implementation of supplementary educational programs designed to meet the special educational needs of Indian students.

2. Question: Is Title IV - Part A in violation of the Civil Rights Act of 1964?

   The Indian Education Act was designed by Congress as a special needs program. This Act is not designed to deny services to any group of people but rather to provide assistance to a specific group of people based on their special educational needs. To serve people who do not have these special needs would be in violation of the Congressional intent of the legislation. For example, to use education funds targetted for the handicapped for the entire body would not be in keeping with the intent of the program. Similarly, Title IV money which is not used for the special educational needs of Indian children would be misused.

   Additionally, the "Explanation of HEW Form 441" states "It does not however, include distinctions on the ground of race color or national origin determined by the responsible Department official to be necessary to the conduct of research or experimental programs having as their primary objective the discovery of new knowledge concerning special characteristics of particular racial or other ethnic groups."

   For these two reasons, Title IV - Part A does not violate the Civil Rights Act of 1964.

3. Question: Are Indian students receiving Title IV assistance ineligible for assistance under Title I of the Elementary and Secondary Education Act of 1965?

   No. The receipt of Title IV funds does not make an Indian student ineligible for assistance under Title I. Title I is a more comprehensive program, including all children of low income areas. This would include Indian children, where appropriate. Title IV on the other hand, is designed to meet the special educational needs of Indian children. A student can therefore receive Title I and Title IV assistance, simultaneously.

4. Question: What is Title IV's definition of Indian?

Individuals of Indian descent are defined as follows: (a) a person who is a member of a tribe, band or other organized group of Indians, including those tribes, bands or groups terminated since 1940 and those recognized now or in the future by the State in which they reside, or (b) a person who has a parent(s) or grandparent(s) who is such a member(s) of a tribe; or (c) a person who is considered by the Secretary of the Interior to be of Indian descent for any purpose; or (d) is an Eskimo or Aleut or other Alaskan Native. As the MINIMUM requirement for eligibility, the student must have at least one (1) grandparent who is a tribal member as defined above.

5. Question: What provisions are made for parental and/or community involvement under Title IV - Part A?

An application for a Part A grant can be approved only if the application has been developed with the full participation and approval of the Indian community and the Parent Committee. This involvement includes open public hearings as well as participation in the design and implementation of the Title IV program. Secondly, each application must establish some procedures to assure the participation of the Parent Committee and Indian community once the proposal has been approved, as well as a role in the evaluation of the program. These requirements must be documented in all Title IV-Part A applications.

6. Question: What are the functions of the Parent Committee?

The Parent Committee must be involved in the overall operation of the Title IV - Part A program. This includes the assessment of the needs, the designing and implementation of the program, and the evaluation of the program.

7. Question: Who qualifies as a parent of an Indian child?

In addition to the natural parents of Indian children, non Indians who have legally adopted Indian children and other legal guardians of Indian children may serve as parents on the Parent Committee.

8. Question: Who may attend Parent Committee meetings?

All interested members of the community may attend committee meetings and participate in the discussion of the Title IV program. However, when matters are voted upon, only the Parent Committee may vote on the issues.

STAFF IN-SERVICE SESSIONS

Besides the numerous public meetings which spread the word about the Title IV-Part A project, staff in-service sessions were also held. These meetings were geared toward training the staff, discussing teaching techniques and lastly, toward identifying and resolving any problems which arose.

Ms McCoy presided over these sessions, guiding both the content and direction of these discussions.

SESSION I   March 3, 1977

1) Film Strip - Indian Education Act of 1972
2) Title IV-Part A Indian Education Questions and Answers
3) Objectives and Activities
4) Summary of Objectives and Evaluations
5) Preview of Program Materials

SESSION II   April 21, 1977

MATERIALS ASSEMBLED

1) Material Aides (notebooks,pencils,etc) Instructors
2) Lesson Plan Book
3) Attendance Book
4) Project facility - Floor Plan
5) Project Staff List
6) Group Structure - Classes
7) Objectives and Activities
8) Summary Objectives and Evaluation
9) Calendar - Grant Year

SESSION III May 5, 1977

PROGRAM REINFORCERS

1) Introduction - new staff members

2) Preview of materials (information) from Session II - April 21, 1977

3) Pre-Survey

4) Brief Presentations - each NAET and Teacher

  a) This is what I will be teaching

  b) These are the materials I will be using

5) Teaching aids - (copy machine, pens, pencils, material storage, etc.)

6) Role of each staff member

SESSION IV May 12, 1977

CURRICULUM PLANNING AND PROCEDURES

1) Attendance taking methods - brief discussion

2) Checking out supplies - procedure

3) Overview Schedule - Saturdays only

4) Schedule Week #2 May 14, 1977

5) Other Teaching Aids

6) Assignment: Overview planning and supplies

SESSION V   May 19, 1977

CURRICULUM PLANNING AND PROCEDURES

1) Introduction - New staff members

2) Schedule Week #3 May 21, 1977

3) Staff assignments - Week #3

4) Job Description of Responsibilities: Secondary Student Aides

5) Attendance Taking Methods - brief discussion

6) Class/Lesson Preparation - Assessing Your Needs and Things to Remember

7) Do you know your student aide?

8) Student notebooks and parent letters - May 21st.

9) Session IV - May 12th assignment due: Overview planning and Supplies

10) Lesson Plan Book - Update and leave with Director

SESSION VI   May 26, 1977

PLANNING AND PROCEDURES

1) Parent Workshop: Intro to project staff's role

2) Reinforcers: Responsibilities of entire staff

3) Lesson Planning/Small Group Sessions: NAETS' and Student Aides

4) Presentations: Results of small group sessions

SESSION VII June 2, 1977

PLANNING AND PROCEDURES

1) Handout: NAETS'/Student Aides -

  a) Supervisory responsibility for safety

  b) Emergency evacuation plan

2) Schedule: Week # 4 - June 4, 1977

3) Brainstorming/Small group sessions: What improvements, if any, are needed?

4) Results of small group sessions

5) Lesson Plan books: Are they up to date?

IN-SERVICE: SESSION VIII

PROJECT STAFF: NATIVE AMERICAN EDUCATIONAL TECHNICIANS,
SECONDARY STUDENT AIDES

PRESENTER: ROSLYNN McCOY, DIRECTOR

DATE: JUNE 9, 1977

PLANNING AND PROCEDURES

1) Schedule: Week #5 - June 11, 1977

2) Planning Period

WAYNE-WESTLAND COMMUNITY SCHOOLS
TITLE IV-PART A INDIAN EDUCATION

IN-SERVICE: SESSION IX

PROJECT STAFF: NATIVE AMERICAN EDUCATIONAL TECHNICIANS, SECONDARY STUDENT AIDES

PRESENTER: ROSLYNN McCOY, DIRECTOR

DATE: JUNE 16, 1977

PLANNING AND PROCEDURES

1) Film reviews and evaluations
2) Schedule: Week #6 June 18, 1977
3) Staff in-service schedule - remaining month of June
4) Class planning: ex. Attendance should be taken every hour

IN-SERVICE: SESSION X

PROJECT STAFF: NATIVE AMERICAN EDUCATIONAL TECHNICIANS

PRESENTER: ROSLYNN McCOY, DIRECTOR

DATE: JUNE 20, 1977

PLANNING AND PROCEDURES

I. Summer school overview schedule, and Parent Letter (June 20th)

II. Reinforcement: Role of student aides

III. Open discussion: Thursday activities - (Our Potpourri Day, other than our regular class schedule).

WAYNE-WESTLAND COMMUNITY SCHOOLS
TITLE IV-Part A INDIAN EDUCATION

IN-SERVICE: SESSION XI

PROJECT STAFF: NATIVE AMERICAN EDUCATIONAL TECHNICIANS, SECONDARY STUDENT AIDES

PRESENTER: ROSLYNN McCOY, DIRECTOR

DATE: JUNE 27, 1977

PLANNING AND PROCEDURES

I. Detailed schedules - Tuesday, Wednesday and Thursday (for 10 weeks).

II. Reinforcers:

    1) Job Discription of Responsibilities: Secondary Student Aides

    2) Class/Lesson Preparation

III. Lesson Plans - Write up - Need for updating through Wednesday, June 29th.

IV. Plans for Thursdays

V. Student Aide schedule

VI. NAET's written assignment

In summary, the eleven staff in-service sessions held to date have informed the staff about the available facilities; about the structure of the program (who works with whom); about staff responsibilities in both curriculum and student safety; and these sessions have maintained good communication between the project staff and the community it serves,

BUDGET, EQUIPMENT AND MATERIALS
April 5, 1977
BUDGET 1976-77

PERSONNEL		
Project Director	*$14,500.00*	
Secretary	*$ 5,775.00*	
Total		*$20,275.00*
Fringe Benefits		*$ 3,852.25*
Travel		
Travel-Staff & Parent Committee, Workshop & Conferences, Out of district travel		*$ 6,000.00*
Equipment		
Necessary Office & Instructional Equipment		*$ 3,750.00*
Supplies		
Office supplies, Materials/supplies for Academic, Cultural, Supportive service & dissemination components		*$13,200.00*
Other		
Telephone, per diem cost; Native American Educational Technicians, Contractual, Local Travel for Staff, Evaluator, Teacher, Inservice training-Staff, emergency health services, employment of secondary student aides, student travel (field trips), miscellaneous		*$45,988.96*
Indirect Charges		
At 2.50%		*$ 2,386.31*
TOTAL		*$95,452.52*

750 Students @ $127.27 ea.

BALANCES OF EXPENDITURES INCURRED
as of 5-20-77

	BALANCES
PERSONNEL	*$12,844.67*
TRAVEL	*$ 3,288.88*
EQUIPMENT	*$ 944.92*
SUPPLIES	*$ 1,613.66*
OTHER *(Itemized - see budget breakdown)*	*$38,926.20*

Part-time staff:

	EXPENDITURES
Native American Educational Technicians (10 @ $7.00 per hr. including in-service)	*$1,074.00*
Secondary Student Aides (8 @ $2.30 per hr including in-service)	*$ 278.30*
Evaluator @ $8.50 per hr (expenses not yet incurred)	
Teacher @ $9.48 per hr (expenses not yet incurred)	

Contractual (itemized unobligated funds)

Paraprofessionals (2 @ $3.50 per hr)	*$3,091.50*
Custodian (Saturdays only - approximate)	*$ 180.00*
Miscellaneous contractual	*$1,633.55*
Speakers (expenses not yet incurred	

All Other

Local travel for staff @ $.15 per mile	*$ 43.29*
Emergency health services-maximum funding $15.00 (expenses not yet incurred)	
Student travel-field trips (expenses not yet incurred)	
Miscellaneous	*$ 249.92*
Interim substitute secretary (approximate)	*$1,125.00*

FURNITURE AND EQUIPMENT PURCHASED
as of 5-20-77

3	Folding tables	$154.50
1	Calculator	$ 69.95
1	VQE III Copier(rental for 7 months)	$448.00
4	Stacking chairs	$ 49.40
1	IBM Selectric II Typewriter	$742.40
2	Steel shelvings	$166.34
2	Steel work tables	$107.30
3	Reversible chalk boards	$306.00
1	Typewriter stand	$ 69.25
1	Steel storage cabinet	$151.50
1	Executive chair	$ 86.50
1	Double pedestal desk	$151.20
1	Secretarial chair	$ 57.85
1	Single pedestal desk	$110.00
2	Two drawer file cabinets	$149.70
		$2819.89

FURNITURE & EQUIPMENT TO BE PURCHASED

2	Tape recorders
1	Camera and bag
1	Slide projector with cassette
1	Screen
1	Record Player
1	Sewing Machine

AMERICAN INDIAN EDUCATION

WAYNE-WESTLAND COMMUNITY SCHOOLS – HAMILTON ELEMENTARY SCHOOL
1031 S. SCHUMAN, WESTLAND, MICHIGAN 48185 (313) 722-3962 - 722-3963

Title IV—Part A

Frank Higgins, Assistant
Superintendent for Curriculum
Roslynn McCoy, Director
Rodney Deyo, Chairperson
Parent Committee
Dr. James Doyle, LEA Liaison

TO: Ms. Alice Ford, Education Program Specialist
Office of Indian Education

FROM: Ms. Roslynn McCoy

DATE: August 8, 1977

SUBJECT: Final Budget Revision for remainder of extension period (July and August) of 1976-77 Grant Year.

Enclosed you will find a final budget revision to meet our program needs for the remaining months of our 1976-77 grant year extension period. As you can see, out of our Personnel Account, we are transferring a total of $2,500.00. Out of this total, $2,000.00 is being routed into Supplies, because of our present extreme need of craft materials. $500.00 is being routed into Equipment in order to meet our present need of space savers such as shelving, cabinets, etc. Out of our Travel Account we are transferring a total of $500.00 into the Other Account in order to cover costs in the largest account of line items. I might add that this account is our most costly. Therefore $500.00 more helps secure all other costs covered by the Other Account.

If there is any further documentation needed, please advise.

Sincerely,

Roslynn

Roslynn McCoy, Project Director
Title IV-Part A, Indian Education
Wayne-Westland Community Schools

RM/sb

THE INDIAN EDUCATION ACT OF 1972
DIVISION OF LOCAL EDUCATION AGENCY ASSISTANCE

CERTIFICATION OF REVISED BUDGET

THE ENCLOSED REVISED BUDGET HAS BEEN AGREED UPON BY THE PARENT COMMITTEE AND THE AUTHORIZED LEA REPRESENTATIVE AS SHOWN BELOW. THE COMMITTEE HAS ACCESS TO BUDGET AND FINANCIAL REPORTS TO DETERMINE HOW PROJECT FUNDS ARE BEING EXPENDED (186.17D). THE INDIAN COMMUNITY HAS ACCESS TO A REPOSITORY OF INFORMATION RECORDING PARENT COMMITTEE FUNCTIONS SUCH AS MINUTES OF MEETINGS, SELECTION PROCEDURES FOR TITLE IV STAFF, AND A ROSTER OF COMMITTEE MEMBERSHIP (186.17A).

James R. Doyle
LEA REPRESENTATIVE

8/4/77
DATE

PARENT COMMITTEE CHAIRMAN

8/3/77
DATE

PART III - BUDGET INFORMATION

SECTION A - BUDGET SUMMARY

GRANT PROGRAM, FUNCTION OR ACTIVITY (a)	FEDERAL CATALOG NO. (b)	ESTIMATED UNOBLIGATED FUNDS FEDERAL (c)	ESTIMATED UNOBLIGATED FUNDS NON-FEDERAL (d)	NEW OR REVISED BUDGET FEDERAL (e)	NEW OR REVISED BUDGET NON-FEDERAL (f)	NEW OR REVISED BUDGET TOTAL (g)
1. Instructional Serv.	13.534	$	$	$	$	$ 95,452.52
2. Supportive Serv.	13.534					
3.						
4.						
5. TOTALS		$	$	$	$	$ 95,452.52

SECTION B - BUDGET CATEGORIES

6. OBJECT CLASS CATEGORIES	GRANT PROGRAM, FUNCTION OR ACTIVITY (1)	(2)	(3)	(4)	TOTAL (5)
a. PERSONNEL	$ 17,775.00	$	$	$	$ 17,775.00
b. FRINGE BENEFITS	3,852.25				3,852.25
c. TRAVEL	5,500.00				5,500.00
d. EQUIPMENT	4,250.00				4,250.00
e. SUPPLIES	15,200.00				15,200.00
f. CONTRACTUAL	- 0 -				- 0 -
g. CONSTRUCTION	- 0 -				- 0 -
h. OTHER	46,488.96				46,488.96
i. TOTAL DIRECT CHARGES	93.066.21				93,066.21
j. INDIRECT CHARGES	2,386.31				2,386.31
k. TOTALS	$ 95,452.52	$	$	$	$ 95,452.52
7. PROGRAM INCOME	$ - 0 -	$	$	$	$ - 0 -

HEW-600T

SECTION C - NON-FEDERAL RESOURCES

	(a) GRANT PROGRAM	(b) APPLICANT	(c) STATE	(d) OTHER SOURCES	(e) TOTALS
8.	N/A	$	$	$	$
9.					
10.					
11.					
12. TOTALS		$	$	$	$

SECTION D - FORECASTED CASH NEEDS

	TOTAL FOR 1ST YEAR	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
13. FEDERAL	$ 95,452.52	$ 54,514.18	$ 40,938.34	$	$
14. NON-FEDERAL					
15. TOTALS	$ 95,452.52	$ 54,514.18	$ 40,938.34	$	$

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

	(a) GRANT PROGRAM	FUTURE FUNDING PERIODS (years) (b) FIRST	(c) SECOND	(d) THIRD	(e) FOURTH
16.	N/A	$	$	$	$
17.					
18.					
19.					
20. TOTALS		$	$	$	$

SECTION F - OTHER BUDGET INFORMATION *(attach additional sheets if necessary)*

21. DIRECT CHARGES:

See Budget Breakdown

22. INDIRECT CHARGES:

Budgeted at 2.50%

23. REMARKS:

Approved by Parent Committee and LEA on 8-4-77

PART IV - PROGRAM NARRATIVE (attach per instructions)

FINAL BUDGET BREAKDOWN 1976-77

REVISION FOR EXTENSION PERIOD-AUGUST AND SEPTEMBER

AUGUST 3, 1977

PERSONNEL	
Project Director and Secretary	$17,775.00
FRINGE BENEFITS	3,852.25
TRAVEL	
Travel-Staff & Parent Committee, Workshop & Conferences, Out of district Travel	5,500.00
EQUIPMENT	
Necessary Office & Instructional Equipment	4,250.00
SUPPLIES	
Office supplies, Materials/supplies for Academic, Cultural, Supportive services and dissemination components	15,200.00
OTHER	
Telephone, per diem cost; Native American Educational Technicians, Contractual, Local Travel for Staff, Evaluator, Teacher, Inservice training-Staff, emergency health services, employment of secondary student aides, student travel (field trips), miscellaneous	46,488.96
INDIRECT CHARGES	
At 2.50%	2,386.31
TOTAL	$95,452.52

750 Students @ $127.27 each

FINAL BUDGET REVISION
AUGUST 3,1977
GRANT 1976-1977

PERSONNEL

Balance as of August 2, 1977	$7,956.66
Transferring $2,000.00 to Supplies	
Transferring $ 500.00 to Equipment	-2,500.00
BALANCE	$5,456.66

EQUIPMENT

Balance as of August 2, 1977	$ 403.92
Transferred from Personnel	+500.00
BALANCE	$ 903.92

SUPPLIES

Balance as of August 2, 1977	$ - 1.29
Transferred from Personnel	2,000.00
BALANCE	$1,998.71

TRAVEL

Balance as of August 2, 1977	$1,991.95
Transferred to Other	- 500.00
BALANCE	$1,491.95

OTHER

Balance as of August 2, 1977	$27,907.82
Transferred from Travel	+ 500.00
BALANCE	$28,407.82

TOTAL BALANCE	$38,259.06

The Wayne-Westland Title IV-Part A Parent Committee, in conjunction with the Wayne-Westland Community Schools, has reviewed and approved by the majority of the Parent Committee in open session a revised 1976-77 Budget affecting the project and activities to be implemented by the applicant, which affects the community to be served on August 3, 1977.

Rodney R Deyo
[illegible] W. Robinson
Katherine J McMillan
Rosemarie Wright
Ruth Ann McGraw
Ronald F Barry
Carol Joan Summers
Patricia McIntyre
Douglas D McIntyre
June H. Jones
Sharon Mackay
Weller [illegible]
Mary Sue Deyo
Laura Ellis

PARENT COMMITTEE CERTIFICATION

The Chairman of the Indian Parent Committee certifies that the applicant has involved the parents of the children to be served and tribal communities in the planning and development of the project, that the committee has approved the project, and that the Committee will continue participation in the operation and evaluation of the project.

PRINT OR TYPE NAME OF CHAIRMAN, INDIAN PARENT COMMITTEE Rodney R. Deyo	SIGNATURE OF CHAIRMAN, INDIAN PARENT COMMITTEE	DATE 8/3/77
HOME ADDRESS 37145 Gilchrist, Westland, Michigan 48185	TELEPHONE 313-722-5808	

ROSTER AND ADDRESSES OF PARENT COMMITTEE MEMBERS

Title IV-Part A Parent Committee Attached.

AMERICAN INDIAN EDUCATION
WAYNE–WESTLAND COMMUNITY SCHOOLS – HAMILTON ELEMENTARY SCHOOL
1031 S. SCHUMAN, WESTLAND, MICHIGAN 48185 (313) 722-3962 - 722-3963
Title IV–Part A

Frank Higgins, Assistant
Superintendent for Curriculum
Roslynn McCoy, Director
Rodney Deyo, Chairperson
Parent Committee
Dr. James Doyle, LEA Liaison

August 5, 1977

Mrs. Alice Ford
Education Program Specialist
USOE/Office of Indian Education
FOB-6, Room 2167 (Part A)
400 Maryland Ave., S.W.
Washington, D.C. 20202

Dear Alice:

This is in regard to your comments from your letter dated July 28, 1977, in which you expressed concern on some of the Parent Committee members. Our student aides, and our Program Technician, Dorothy Tufnell, were voting members on the Parent Committee until they became members of our staff, at which time they automatically acquired ex-officio, (non-voting) status on the Parent Committee. These members have never been involved in any decision-making concerning their positions.

As of the August 3, 1977 Parent Committee meeting, all staff ex-officio members have been replaced by other eligible members of the Indian community.

Attached is a revised 1976-77 Parent Committee list. You will find there is an addition of ten new committee members, replacing those members who are no longer on this committee.

If you have any questions, please advise.

Sincerely,

Rodney R Deyo

Rodney R. Deyo
Chairperson, Parent Committee
Title IV-Part A
Indian Education

Roslynn

Roslynn McCoy
Director
Title IV-Part A
Indian Education

RD/RM/sb

Knowledge Tradition Culture Heritage

Name of Indian Parent Committee Title IV-Part A Indian Education Parent Committee Date August 3, 1977

Public School District Name Wayne-Westland Address 3712 Williams St., Wayne, Michigan 48184

(No. 1 Member must be the Chairperson of the committee. Include Chairperson's telephone number).

	Name	Address/Phone	Tribe or Ethnic Group	Parent/Student or Teacher
1.	Deyo, Rodney R.	37145 Gilchrist, Westland 722-5808	Cherokee	Parent-Chairperson
2.	Barry, Ronald	42004 VanBorn, Canton	Iroquois	Parent
3.	Deyo, Mary Sue	37145 Gilchrist, Westland	Cherokee	Parent-Secretary
4.	Doyle, Dr. James	16249 Old Bedford Rd. Northville		LEA (Ex-Officio)
5.	Ellis, Laura	39245 Nottingham, Westland		Parent
6.	Jones, June H.	481 S. Sybald, Westland	Sioux	Parent
7.	Mackay, Sharon	34434 Phyllis, Wayne	Cherokee	Parent
8.	McCoy, David Jr.	32124 Genesee Ct. Westland	Sac & Fox	Grandparent (Ex-Officio)
9.	McCoy, Hazel	32124 Genesee Ct. Westland	Cayuga-Mohawk	Grandparent (Ex-Officio)
10.	McCoy, Roslynn	32124 Genesee Ct. Westland	Sac & Fox	Parent-Director (Ex-Officio)
11.	McGraw, Ruth Ann	32338 Glen, Westland	Chippewa	Parent
12.	McIntyre, Douglas G.	4259 Niagara, Wayne		Parent
13.	McIntyre, Patricia	4259 Niagara, Wayne	Chippewa	Parent
14.	McMillan, Katherine	38665 Northampton, Westland	Chippewa	Parent
15.	Neal, Nancy Marie	31659 Grand Traverse, Westland	Cherokee	Teacher
16.	Robinson, Barry	35040 Elm, Wayne	Chippewa	Student
17.	Robinson, Clarinda	7633 Cavell, Westland	Chippewa	Grandparent (Ex-Officio)
18.	Robinson, Joseph	41275 Old Mich. Ave #24, Canton	Chippewa	Parent-Treasurer
19.	Stockton, Sarah Sue	35347 E. Michigan Ave., Wayne	Blackfoot	Parent-Vice Chairperson
20.	Styers, Barbara	2030 Freeman, Westland		Parent

Name of Indian Parent Committee Title IV-Part A Indian Education Parent Committee Date August 3, 1977

Public School District Name Wayne-Westland Address 3712 Williams St., Wayne, Michigan 48184

(No. 1 Member must be the Chairperson of the committee. Include Chairperson's telephone number).

	Name	Address/Phone	Tribe or Ethnic Group	Parent/Student or Teacher
1.	Styers, Gerald	2030 Freeman, Westland	Onondaga	Parent
2.	Sumner, Carol Joan	4240 Hayes, Wayne	Cherokee	Teacher
3.	Tufnell, Weller	5041 Hayes, Wayne	Chippewa	Parent
4.	Wright, Rosemarie	32326 Glen, Westland		Parent
5.	Yeary, Carl	657 S.Hawthorne, Westland	Cherokee	Parent
6.	Yeary, Carol	657 S.Hawthorne, Westland	Cherokee	Parent
7.				
8.				
9.				
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19.				
20.				

DISTRICT SUPPORT

The Wayne-Westland Community Schools staff and organizations have strongly supported the Title IV-Part A Indian Education Project since its initial stages. The Project Staff and Parent Committee have been fully satisfied by the continuing adherence to the rules and regulations governing the Indian Education Act of 1972 shown by the district. Information and assistance regarding district procedures and supportive services from departments such as Research and Evaluation and Program Planning, Curriculum, Media Services, School Learning Consultants, Operations, Purchasing and Accounting have been available upon request.

Special interest, help, and enthusiasm have been extended to the project by the district staff. These include:Mr. Frank Higgins, Assistant Superintendent for Curriculum, who has promised both his continuing support, and continuing aid from Mr. Gary Saum, Mr. Higgin's assistant; Dr. James R. Doyle, Director of Research, Evaluation, and Program Planning, who has fully supported the efforts of this project from its infancy; Ms. Sally Ross, Staff Development Specialist, who has maintained frequent contact with the project, and has materially assisted in efforts toward curriculum development; and, Mr. Ron Somers, Language,Arts and Reading Coordinator, who has offered assistance and expressed both professional and personal interest in the project's activities.

Support has also been provided by: Dr. Clarice Stafford, Administrative Assistant for Specially Funded Programs and Community Services; Dr. Dennis O'Neill, Deputy Superintendent for Instruction, and Mr. Robert Reichard, member of the Wayne-Westland Community Schools Board of Education.

On a day to day basis, the administration and staff of Hamilton Elementary School from Mr. Joseph Yandian, the principal, to the custodial staff have been most cooperative and helpful in accommodating the needs of the Indian Education Center.

Lastly, teachers throughout the district have spontaneously voiced their interest in the project and have requested from the project, information and material for use in class. One teacher in particular has freely volunteered her time and energy on behalf of the project; Mrs. Nancy Neal fully merits the gratitude and praise accorded her by the project staff.

DISSEMINATION ACTIVITIES

The staff of the Title IV-Part A American Indian Education project has done a thorough job of disseminating project information to all appropriate recipients.

As discussed earlier, several community in-service meetings were held to inform community groups, district staff and teachers, concerned parents, and students about the project. Further, Mrs. Mary Hill, community liaison person, has contacted community parents by phone to inform them that their children were eligible to participate in the project.

Apart from these structured dissemination activities, staff members, working with the full support and endorsement of the Parent Committee, have made informal contact with other interested people. The Parent Committee has continually and strongly encouraged information-sharing activities by approving staff travel to conferences (see Appendix A); by attending workshops (see Appendix B), by acting as chaperones and representatives of the project on field trips (see Appendix C); by approving and attending sessions with Guest Speakers (see Appendix D). Throughout these activities, project staff and knowledgeable parents have shared information with other interested parties. Moreover, the staff, in its routine activities, has contacted and established communication with teachers, civic groups, other important agencies and other projects' personnel. Examples of correspondence between interested parties and the project staff may be found in Appendix E.

Besides its other input into the community, the state and national organizations, Wayne-Westland's project is fortunate to have as its director Ms. Roslynn McCoy. Ms. McCoy, by virtue of her longstanding connection with the Detroit Indian Center, is well aware of the needs of this areas' Native American citizens. She is also knowledgeable about, and a member of, the leadership of Michigan's Native American community.

As noted above, examples of information sharing activities and pertinent correspondence may be found in Appendices A through E.

CONSULTANT SERVICES

A wide range of special skills and unique resources are made available to participating students through the use of consultants whose services are contracted.

CONTRACTED SERVICES - other than Staff:

Sharon Chrysler, Mohawk: Six Nations Reservation, Ontario, Canada
Gail General, Upper Cayuga: Six Nations Reservation, Ontario, Canada
Wayne Green, Upper Mohawk: Six Nations Reservation, Ontario, Canada
Robbie Green, Upper Mohawk: Six Nations Reservation, Ontario, Canada
Debbie Riley, Ojibway: Walpole Island, Ontario, Canada
Janice Schuyler, Oneida: Oneida Settlement, Ontario, Canada
Elaine Appleton, Oneida: Oneida Settlement, Ontario, Canada
Elaine Doxtator, Oneida: Oneida Settlement, Ontario, Canada
Naomi Shognosh, Sauk & Fox: Shawnee, Oklahoma
Lena White, Ottawa: Manitouline, Walpole Island, Ontario, Canada
Angeline Seymour, Potawatomi: Chica, Illinois
Minnie LeClare, Potawatomi: Mayetta, Kansas
Charlene Klein, Ojibway/Oneida
Jeffrey Schuyler, Oneida: Oneida Settlement, Ontario, Canada
Teofilo Lucero, Taos Pueblo: New Mexico
Walker Stonefish, Potawatomi/Delaware: Walpole Island, Ontario, Canada
Joey Lucero, Taos Pueblo: New Mexico
Christian Bergman, Sauk & Fox: Shawnee, Oklahoma
Nelson Shognosh, Ojibway: Walpole Island, Ontario, Canada
David White, Ojibway: Walpole Island, Ontario, Canada
Alan Henry, Ojibway: Muncey Settlement, Ontario, Canada
Alex Montroy, Ojibway: Muncey Settlement, Ontario, Canada
Jim Klein, Ojibway: Wisconsin
Bernice Appleton, Oneida: Oneida Settlement, Ontario, Canada
Dean George, Oneida: New York State
Dr. E.J.McClendon, Choctaw: Oklahoma
Steve Appleton, Oneida: Oneida Settlement, Ontario, Canada
Isaac Doxtator, Oneida; Oneida Settlement, Ontario, Canada
John Doxtator, Oneida: Oneida Settlement, Ontario, Canada
Tim Doxtator, Oneida: Oneida Settlement, Ontario, Canada
Larry French, Ojibway: Muncey Settlement, Ontario, Canada
Brian French, Ojibway: Muncey Settlement, Ontario, Canada
James Ironshell, Sioux: Rosebud Reservation, South Dakota
Larry Jones, Ojibway: Walpole Island, Ontario, Canada
Dennis Lefthand, Ojibway: Walpole Island, Ontario, Canada
Mary Lefthand, Ojibway: Walpole Island, Ontario, Canada
Donald Waboose, Ojibway: Batchawana Bay, Ontario, Canada
Kathy McMillan, Ojibway: Saulte Ste. Marie, Michigan

Judging from the wide variety in tribal affiliations, these consultants bring together a wide range of viewpoints while offering indepth coverage of those tribes indigenous to the State of Michigan; Chippewa, Ottawa and Potawatomi.

EVALUATION OF GOALS AND OBJECTIVES

The major component of Wayne-Westland's Title IV-Part A program involves cultural enrichment. Crafts, lore, history, art, Indian games and recreation, songs and dances and Ojibway language are taught to the Native American students so that they may gain a ful and deep appreciation of their culture and historical heritage.

In order to measure the program's degree of success in cultural enrichment, it became necessary to devise a special instrument which would demonstrate the students' knowledge of their culture.

Several members of the Indian Parent Committee, with the assistance of the Project Director, constructed a questionnaire appropriate for varying grade levels, and for the unique content of the project's curriculum.

The members of this sub-committee were Mrs. Nancy Marie Neal, Sub-Committee Chairperson; Mr. Rodney Deyo, Parent Committee Chairperson, Mr. Joseph Robinson, and Ms. Roslynn McCoy, Project Director. They brought to their task a wide range of skills - from skills in special education, to skills in Native American arts.

The result of their painstaking effort was a series of three questionnaires which measured the cultural "I.Q." of the district's Native American students.

These surveys were then used to "pre-test" the students. That is, they were given out to the students in order to test their level of knowledge before they were involved in the project. Students were asked to respond to these tests,once again, immediately after the close of the summer sessions. So, these tests were also administered as a "post-test", to see whether or not the students had gained in knowledge by virtue of their involvement in the project.

The survey forms may be found in Appendix H. The students results on these tests will be reported below.

Besides the Indian culture surveys, a number of other evaluation measures were used. These included records of: attendance, student participation, student achievements, and clerical and accounting records.

In addition, the evaluator appeared at the Indian Education Center for one formal and several informal site visits. These visits insured good communication between the project staff and the evaluator, and the information shared during these meetings has been incorporated into the final section of this report.

Let us now turn our attention to evaluating the project objectives point by point.

OBJECTIVE I: Native American students in the district will have a basic and true account of Indian History, Treaties, Customs, Lore, and Contemporary Issues.

To meet this objective, the project staff screened and hired Indian instructors who have presented the students with a basic and true account of Indian life and history.

These highly qualified instructors have brought to the project expert skills in Indian History, Treaties, Custom, Lore, and Contemporary Issues. Instructor resumes may be found in Appendix F.

In addition to the instructional staff, the staff of the project has assembled a wide variety of Indian Resource Material. This material has been drawn largely from Indian sources in order to guarantee their accuracy and reliability.

A partial list of materials appears below:

RESOURCE MATERIAL

FILM STRIPS

The Early Puritan Spirit
War on the Plains
The Spirit of the Plains
The Spirit of the Earth
Indian Words from the End of the Trails
The Earth Knowers
Prejudice
Strangers in the City
Indians of North America
The Plains Indian
West of the Shining Mountains
The First Americans
Indians Today
The Eastern Woodland
The Indian Child (Parent Magazine)
The Hopi Family (2)
Assorted Slides of New Mexico
Assorted Slides of March 28, 1977 Presentation
Assorted Slides of Cultural Sights in New Mexico
Assorted Slides of Project Activities and Classroom Instruction

RESOURCE MATERIAL

BOOKS - INCLUDING HARD AND PAPERBACK

2	American Indian Mythology
2	Behind the Trail of Broken Treaties
2	Black Elk Speaks
2	Bury my Heart at Wounded Knee
2	Cheyenne Autumn
2	Chief Joseph, Guardian of His People
2	Chronicles of American Indian Protest
1	Custer Died for Your Sins
1	Five Indian Tribes of the Upper Missouri
1	The Ghost-Dance Religion
1	God is Red
2	House Made of Dawn
2	I Will Fight No More Forever
2	I Heard the Owl Call My Name
1	Pawnee Hero Stories and Folk Tales
2	Sitting Bull
1	Saynday's People
2	The Indian Heritage of America
1	The Indian Tipi, It's History, Construction & Use
1	The Long Death: The Last Days of the Plains Indians
1	The New Indians
2	The Way to Rainy Mountain
2	The Road to Wounded Knee
1	The Sky Clears
2	The Teachings of Don Juan: A Yaqui Way of Knowledge
2	These Were the Sioux
2	Touch The Earth
2	We Talk, You Listen
1	A Bibliography of Contemporary North American Indians
1	Annie Wauneka
1	Chief Joseph, the Story of an American Indian
1	George Morrison, the Story of an American Indian
1	Geronimo, the Story of an American Indian
1	Geronimo, The Man, His Time, His Place
1	Indian Myths
2	Indian Oratory, Famous Speeches by Noted Indian Chieftains
1	Jim Thorpe
1	Maria Martinez, the Story of An American Indian
1	Maria Tallchief: The Story of An American Indian
1	Michael Naranjo, The Story of An American Indian
1	Oscar Howe, The Story of An American Indian
1	Osceola, The Story of An American Indian
1	Pablita Velarde, The Story of An American Indian
1	Powhatan, The Story of An American Indian
1	Red Cloud, The Story of An American Indian
1	Red Son Rising
1	Robert Bennett, The Story of An American Indian
1	The Sacred Pipe, the Seven Rites of the Oglala Sioux

RESOURCE MATERIAL - BOOKS - Page 2

1	Spin a Silver Dollar
1	Sequoyah, the Story of An American Indian
1	Sitting Bull, the Story of An American Indian
1	William Beltz, the Story of a Native American Indian
1	William Warren, the Story of an American Indian
1	The World of the American Indian
1	American Indian Designs for Needlepoint Rugs
1	American Indian Food and Lore
2	American Indian Needlepoint Designs
2	Bead Design
2	Crow Indian Beadwork
1	Hopi Silver
1	Indian Art of the Americas
1	Navajo Silver
2	Pueblo Designs
2	Sandpaintings of the Navajo Shooting Chant
2	Southwestern Indian Arts and Crafts
2	The Technique of Porcupine Quill Decoration Among the Indians of North America
2	Working With the Wool (How to Weave a Navajo Rug)
2	How to Do Bead Work
1	A Little Boy Eats Too Much
1	Across the Tundra
1	Arrow Creek Stories
1	Art of the American Indian
1	Big Enough
1	Broken Ice
1	Cheyenne Legends of Creation
1	Cheyenne Warriors
1	Chief Plenty Coups
1	Chief Joseph's Own Story
1	Chinook
1	Clatsop Drumbeats
1	Could It Be Old Hiari
1	Coyote's Pow-Wow
1	Creation Tales from the Salish
1	The Flood
1	Grandfather Grey Owl Told Me
1	Growing Up Indian
1	Guardian Spirit Quest
1	Hopi Mysteries
1	Indian Myths from the Southeast
1	Indian Tales of the Northern Plains
1	Indian Tales of the Northern Rockies
1	In Our Hogan
1	Mista
1	Navajo Children
1	Night Walker & The Buffalo
1	Northern Cheyenne Fire Fighters
1	No One Like A Brother
1	Old Man Coyote: Crow Legends of Creation

RESOURCE MATERIAL - BOOKS - Page 3

1	Okemos: Little Chief
1	Ox'zem: Boxelder and his Sacred Wheel Lance
1	Philip Johnston and the Navajo Code Talkers
1	Pow Wow
1	Salish Folk Tales
1	Sam and the Golden People
1	Seal for a Pal
1	Sequoyah and His Miracle
1	Son of the Dine'
1	Tales From the Bitterroot Valley
1	The Little People: Crow Legends of Creation
1	The Horse and the Plains Indian
1	The Money God
1	The Phantom Horse of Collister's Field
1	The Rings on Woot-Kew's Tail
1	The Rolling Head: Cheyenne Folk Tales
1	The Spotted Horse
1	The Tragedy of Tenaya
1	The Turtle Went to War (Northern Cheyenne Folk Tales)
1	Thunder Waters
1	Ve'Ho: Cheyenne Folk Tales
1	Vostaas: White Buffalo's Story
1	The Winter Hunt
1	How the Dogs Saved the Cheyennes
1	Fighting Indians of the West
1	Memories of a White Crow Indian
1	Indians of the Plains
1	Kiowa Years
1	Kings of Peru
1	Longhouse to Blastfurnace
1	Man in His World
1	Red School House
1	Tribal Music in North America
1	Black Hawk
1	Crazy Horse
35	Real Wild Rice
35	Manabozho
35	She-May
35	Cheer Up Old Man
50	American Indians Today
50	Our Indian Heritage
50	Mishomas Book I
50	Mishomas Book II
50	Mishomas Book III
5	Anglo Navajo Cultural Capsules
30	Cherokee Bilingual Coloring Books: See and Say
30	Cherokee Bilingual Coloring Book: Color Us
1	Cherokee Songs
2	Language Development Through Career Awareness

RESOURCE MATERIAL-BOOKS-Page 4

1	Early Childhood Competency Based Education
1	Cherokee Literacy Handbook
1	Morning Star
1	Little Hopi
1	The Little Indian Basket Maker
1	The Indian and his Pueblo
1	The Sky was Blue
1	Woody's Big Trouble
1	They were Strong and Good
1	A Day in Oraibi: A Hopi Indian Village
2	Constitution and The Law
2	Potpouri
2	Language Learning Experience
2	Elementary Language Arts Career Education Program
2	Dancing Indians Coloring Book
2	Children of Navajo Land Coloring Book
1	Indians and Scenes of the Southwest
2	Indians of the Northwest
1	Painting the Desert

RESOURCE MATERIAL

CASSETTES

Kiowa Gourd Dance
Blackfoot A-1 Club Singers Vol I
Old Agency Singers Vol I
Sounds of the Badlands Singers
Ho Hwo Sju Lakota Singers
Pueblo Songs of the Southwest
Taos Pueblo Round Dance
Navajo Round Dance
War Dance of the Ponca Vol I
War Dance of the Ponca Vol II
Cree Pow-Wow Songs
Pow-Wow Songs from Rocky Boy
Sioux Favorites
William Horncloud Sings Sioux Rabbit Songs
Montana Grass Songs by the Fort Kipp Singers
Stick Game Songs
The Denver Indian Singers
Chippewa
Mesquakie Bear Singers
Makah - Songs & Stores from Neah Bay
My Beautiful Land

MAPS

American Geographic: Early Indian Tribes, Culture Areas, and Linguistic Stocks

American Geographic: Battlesites, Parks, Forests, Boundaries, and Reservations

RESOURCE MATERIAL

RECORDS

Custer Died for Your Sins-Floyd Westerman

Redbone - Already Here

Floyd Westerman - Indian Country

Redbone - Wovoka

Relocation - Xit

Plight of the Redman

EVALUATION MEASURE

50% of Secondary and 10% of Elementary participating students will demonstrate a 10% increase between a Project Staff and Parent Committee Pre and Post Survey of Native American Culture.

In keeping with the formal evaluation of this objective, presented below are the pre and post test results for students who took both the pre and the post tests:

Kindergarten - First

Pre-test Score	Post-test Score
5	5
5	8
6	5
4	8
5	6
5	5
6	5
7	5
4	8

Of the kindergarten and first grade students, 44% showed an improvement of 10% or more between the pre and post tests.

Second - Third

Pre-test Score	Post-test Score
8	8
8	6
7	8
6	10
6	8
6	6
8	10
7	8
7	6
6	7

As seen above, 60% of the second and third grade students showed an improvement of 10% or more between the pre and post tests.

Fourth-Fifth-Sixth Grades

Pre-test Score	Post-test Score
6	11
4	4
3	7
3	4
4	6
4	4
5	11
4	11
4	7

Two-thirds of the fourth, fifth and sixth grade students scored 10% or better on the post-test than they did on the pre-test.

Seventh thru Twelfth

Pre-test Score	Post-test Score
14	20
12	25
23	24
11	19
14	24
13	19
14	21
11	26

All of the seventh through twelfth grade students demonstrated better than a 10% gain in scores from the pre to the post-test. The average percentage of gain in scores among this group was 34%.

Using these results, it is plain to see that the criteria for success for Objective I has been met and exceeded by student performance. For a full account of all scores on the pre and post tests, please refer to Appendix H.

OBJECTIVE II:

Participating students will learn traditional songs and dances as part of their cultural enrichment.

Students were first exposed to traditional songs and dances at the "American Indian Cultural Experience" held on March 28, 1977.

During the Summer session, students were taught four songs and dances:

1) Rabbit Dance - a two-step
2) Round Dance - a social dance
3) Straight Dance - a traditional dance
4) Inter-tribal Songs and dancing

These songs and dances were presented during intensive instruction on May 21st and June 11th. Instruction in songs and dances has continued to be a regular component of the program. Students are expected to go beyond the technical execution of the songs and dances by also learning about the meanings behind these ceremonial and social elements of Indian Culture.

EVALUATION MEASURE

Secondary students will demonstrate ability in a combination of one song and two dances; Elementary students will be responsible for one song or dance.

On September 24th, elementary and secondary students were tested on their ability to sing and dance following the traditions of their ancestors. Below are presented the results of that test.

Proficiency Levels for Songs and Dances Test

Grade Levels	Total Students	One Song	Two Songs	One Dance	Two Dances
K - 1	5	3			5
2 - 3	3		3		2
4,5,6	10		10		10
7 - 12	9	6	3		9

As can be seen above, all of the elementary students tested had learned at least 2 dances while the majority of elementary students mastered at least two songs. Elementary students thus went beyond their criterion for success.

Likewise, secondary students demonstrated that their skills went beyond the evaluation criteria of one song and two dances.

OBJECTIVE III

Participating students will have a basic appreciation and understanding of Indian Art and Crafts, and will demonstrate skill in one Art or Craft project of their choice.

Art and crafts supplies were assembled for use by the students. But before the students began to use these materials, they were given instruction in the principles of Native American Art and Crafts.

Responsible instructors introduced students to designs that were representative or symbolic of local tribes, and of tribes in other states. Students were then invited to construct projects of their choice under the direction of a teacher, Native American Educational Technician or Native American Secondary student.

EVALUATION MEASURE

Students will demonstrate their understanding by producing one Art or Craft project of their choice.

All of the participating students went well beyond the evaluation criterion established for Objective III. The partial lists of arts and crafts projects which follow, give a good indication of the number and type of projects produced:

CRAFTS-GIRLS	BONNIE APPLETON CHRAPKIEWICZ-NAET			
CRAFT PROJECT	K - 1	2 - 3	4,5,6	7 - 12
1. Pin cushions	5	6	10	-0-
2. Chokers	5	6	12	5
3. Hair ties	5	6	10	5
4. Pouches	5	6	8	5
5. Daisy Chain Earrings	-0-	4	3	5
6. Feather Necklace	5	-0-	-0-	-0-
7. Beaded Bracelet	-0-	6	11	5
8. Beadwork patterns	5	6	12	5
9. Pattern for Moccasins	-0-	-0-	-0-	5
10. Ojos	5	6	12	5
11. Key Chain	5	6	6	-0-
12. Bone Necklace	5	-0-	-0-	-0-
13. Looms	5	6	12	5
14. Gourd Stitch Earrings	-0-	-0-	-0-	5

CRAFTS-BOYS	CHERYL RILEY-NAET			
CRAFT PROJECT	K - 1	2 - 3	4,5,6	7 - 12
1. Bone Choker	11	13	11	6
2. Bone necklace	10	8	-0-	-0-
3. Leather pouch	11	10	12	-0-
4. Loom work-seed beads	-0-	9	10	5
5. Loom work-pony beads	12	5	12	-0-
6. Daisy stitch	-0-	-0-	10	3
7. Bone key chains	6	6	12	-0-
8. God's Eye	5	4	8	-0-
9. Sunburst armbands	8	8	11	-0-
10. Seed-bead ring	4	7	8	5
11. Beaded nametags	7	3	10	-0-
12. Beaded belt-seed beads	-0-	-0-	-0-	2
13. Beaded belt-pony beads	-0-	-0-	2	-0-
14. Beaded watchband	-0-	-0-	-0-	1
15. Heart shaped pin cushions	6	6	10	-0-
16. Mocassins	-0-	-0-	-0-	5
17. Necklace ponybeads & felt	10	9	12	-0-

OBJECTIVE IV:

Students will be able to converse in at least five phrases of everyday conversation in a Native American language.

Regular instruction in Ojibway (Chippewa) language has been given to all grade levels by Mr. Hap McCue. In addition, the blackboard at the learning center always has on it representative phrases in a Native American language. These phrases are regularly seen by all of the participants as they use these facilities.

Ojibway language is not only used by the students, but is reinforced by the project staff and other instructors outside of the language class.

EVALUATION MEASURE:

50% of Secondary students and 10% of Elementary students will demonstrate their ability to use five phrases in a Native American language.

Mr. Hap McCue, the NAET language instructor, administered a word recognition test to the students after the end of the summer session. These tests were geared to different grade levels. The kindergarten and first grade students responded verbally, while the remaining students wrote their answers to the test questions.

KINDERGARTEN AND FIRST GRADE TEST

OJIBWAY	ENGLISH
Bouzhou	Hello
Nishishnaubae	Native Indian
Kwae	Woman
Nini	Man
Bouzhou Niejie	Hello Friend

Mr. McCue estimated that 15% of the students at this level remembered 75% of the words and phrases he had taught them in the Spring.

SECOND THROUGH SIXTH

OJIBWAY	ENGLISH
Nishnaubae	Indian
Nishnaubae kwae	Indian woman
Bouzhou Niejie	Hello Friend
Zhaugnaush ow	He's an English man
Wamtagouzhie gawien ow	He's a French man
Kchi moukmaun	Soldiers with long knives
Ngie madsau nmishomis	I visited my grandfather.

Of the second through sixth graders, an estimated 20% of those tested remembered all of the words and phrases used in the test.

SEVENTH THROUGH TWELFTH

OJIBWAY	ENGLISH
Ngie madsau nmishomis noungoum	I visited my Grandfather today
Bouzhou mshomis	Hello Grandfather
Nwie nabsau nmishomis waubaug	I am going to visit my Grandfather tomorrow
Ggie wiesin na zhae bau	Did you eat this morning
Aunien aezhnikauz yan	What is your name

As with the previous test group, about 20% of the seventh through twelfth graders did satisfactory work on this test.

According to Mr. McCue's data, the elementary students have exceeded the criterion set as the measure of success for the language objective. Secondary students, however, did not meet their criterion for success.

A few extenuating circumstances should be noted in explanation of these test results: 1) Not all of the students who had demonstrated their ability in the Ojibway language were present the day the test was given, 2) Mr. McCue was not the only instructor who taught Ojibway language; throughout the lengthy Summer instruction, Mr. Donald Waboose taught Ojibway using a different regional dialect of that tongue. Both Mr Waboose's pronunciation and his emphasis on content were different from those of Mr. McCue. 3) Because of the difference in content between the Spring and the Summer language lessons, the possibility exists that Mr. McCue's test failed to measure the language expertise that students may have developed during the course of the Summer.

In terms of evaluation, there is no getting around the fact that student results on the language objective were mixed. It must be re-emphasized however, that the elementary students did far better in Ojibway language than was expected.

OBJECTIVE V:

In the first-year funding proposal, project staff planned to hold cosmetology workshops which would provide instruction on good grooming and personal hygiene.

Given the constraints of time, and the lack of expressed interest and/or need shown by the students for such instruction, the staff decided to focus its attention on meeting the more important educational and cultural needs of the students.

OBJECTIVE VI:

Students will learn a Native American game which will provide physical fitness training, through various Indian games and recreation.

Mr. Stonehorse Goeman, beside providing a daily regimen of calisthenics for the students, has taught them the history and tactics of two Indian games, Shinny and LaCrosse. Here are his words:

> "Shinny is traditionally a women's game. It is played with short sticks having curved ends. The ball used is smaller than a softball, it is made of leather and stuffed with deer hair. The playing field has a shallow pit in its center where two opposing players face-off. The object of the game is to drive the ball between the opposing sides goal stakes. The tactics of the game allow an unlimited number of players, and players may throw body checks but their sticks should only make contact with the ball. Shinny is a favorite game of the Iroquois. LaCrosse derives its name from the sticks used in play, these resemble the croziers carried by Bishops and the resemblance was noted by the French. Eventually nets were added in the crooks of these sticks, and are found on all LaCrosse sticks today.
>
> LaCrosse is primarily a man's game but exceptional women may be allowed to play. It is a strenuous game in which players play for four fifteen-minute periods attempting to hurl the ball into the opposition's 4 X 4 triangular goal net.
>
> There are six players on each team: 1 goalie, 2 forwards, 2 defensement and 1 center. In times past, players could play for two or three days before a game was over. Traditional rules allowed the players to trip, slash and kick opponents to the cheering encouragement of spectators. The version played today is much milder and follows the same body checking rules as those of hockey."

EVALUATION MEASURE

Students ability to participate in one Indian game will be verified.

Participation records have been examined, and the results for students were as follows:

GAME NAME	K - 1	2 - 3	4,5,6	7 - 12
SHINNY	33	29	63	45
LA CROSSE	28	28	48	27

(verified through 9-24-77 attendance and previous attendance records.)

Among other activities that have encouraged physical fitness, the staff has held nature walks and dances as part of the project activities.

As soon as more equipment is delivered, (including helmets, balls and pads), the staff hopes to hold LaCrosse games on a regular basis.

OBJECTIVE VII:

Students shall be employed as student aides when and where possible.

Six student aides were originally employed in the program. That number has risen by two since the inception of the program.

There has been some fluctuation in the number of student aides per session and in participation among the various aides. Nonetheless, students have been employed as aides to as great an extent as possible from the start of the program.

Below are listed the student aides along with some of the duties they have performed to date:

Karen Deyo, Cherokee, arts and crafts aide - has helped with art illustrations, bulletin boards and putting books and other material together for class.
Cathy Pike, Cherokee, language and history aide - has acted as a substitute teacher in Ojibway language class and also provided assistance in crafts, games and recreation.
Kenny Patterson, Tuscarora/Mohawk, games recreation, and history aide - has taken over games and recreation while instructor was on vacation, and has substituted as teacher for song and dance sessions.
Cherise Styers, Onondaga, remedial reading, art, songs and dance - has helped with the remedial reading component throughout the Summer, and has provided assistance when needed with songs and dances.
Grace Styers, Onondaga, crafts, songs and dances aide - has assisted primarily in crafts, and in other areas as required.
Steve Styers, Onondaga, songs and dances aide - has substituted for the regular instructor in songs and dance and helped with games and recreation.
Dennis Tufnell, Ojibway, songs, dances, and crafts aide - has helped with crafts, and replaced vacationing teachers in songs and dances and games and recreation.
Mary Kay Tufnell, Ojibway, reading, language, and crafts aide - has provided assistance in these areas, and has acted occasionally as the instructor for the Ojibway language class. She has also assisted in crafts, games, and recreation, as needed.

EVALUATION MEASURE:

Placement and participation of Student Aides will be verified through records.

The attendance records show that student aides have regularly attended and participated in scheduled classroom activities. Three of the student aides took one-week vacations with their families on three different weeks during the summer. Apart from that, the only departure from the proposal guidelines involved the hiring of two additional student aides, as was noted earlier.

OBJECTIVE VIII:

There will be at least 3 workshops for Secondary students in at least 2 areas covered by this program.

EVALUATION MEASURE

Records of workshop activities will be analyzed.

To date, Secondary students have participated in two workshops designed to cover two areas of interest to them.

The first workshop they attended covered Ojibway language and teaching techniques. This session was part of a larger staff workshop described in Appendix B. Secondary students were most involved in workshop activities during the August 4th session.

The other workshop for Secondary students dealt with the preparation of Indian Foods. This workshop took place on August 25th, and was supervised by Ms. Naomi Shognosh. Ms. Shognosh, and fifty-six other participants informally reviewed the history and proper preparation of Indian foods; the food which was cooked during this workshop was later served at the End of Year Feast on August 27, 1977.

Although there were two, not three workshops for Secondary students, the goal behind Objective VIII was met. That is, Secondary students did receive special instruction in two areas of interest within the program. Moreover, as we will see in the next Objective, Secondary students were offered a variety of instruction through Field Trips and other activities.

OBJECTIVE IX:

There will be at least 2 Field Trips for all participants.

Elementary and Secondary student groups were scheduled to attend three field trips per group. Descriptions of these Field Trips may be found in Appendix C.

EVALUATION MEASURE

Records of field trips and student participation will be kept.

The scheduled field trips for Elementary students were as follows:

August 30th, Walpole Island Reservation, Ontario, Canada; 34 Elementary school students went on this field trip.

August 31st. Wayne-Westland Nature Center, Wilson Elementary School, Westland, Michigan; this trip was cancelled due to extreme fog, it will be rescheduled for a later date.
September 1st, Museum of Natural Science, University of Michigan, Ann Arbor, Michigan; 38 kindergarten through fourth grade students visited this museum.

The field-trip schedule for secondary students may be seen below:

August 29th, Walpole Island Reservation; 37 fifth through twelfth grade students visited Walpole Island.
August 31st, Wayne-Westland Nature Center; 30 students, including fifth through eighth grade students, toured the Nature Center.
September 1st, Museum of Natural Science; 30 fifth through twelfth grade students examined the displays at the University of Michigan museum under the direction of Mr. Stonehorse Goeman.

Although this Objective called for two field trips, the project provided three. Thus, the project staff has performed above the level set in the proposal for field trips.

It should be reiterated that, for bus scheduling purposes, the Elementary student group was made up of kindergarten through fourth graders while the Secondary student group included fifth through eighth graders. This means that fifth through eighth grade students went on field trips as part of the group of Secondary students. Although the younger group of students missed the Nature Center tour, all of the fifth through eighth grade Elementary students took this field trip along with the Secondary students.

These field trips provided special instruction and/or information in areas of interest to project participants. (See Objective VIII). Other events also addressed these needs, Guest speakers, who will be discussed shortly, and the End of Year Feast.

The End of Year Feast was a sharing and learning experience offered to all concerned members of the community."On Saturday, August 27, 1977, a feast was prepared by staff members and members of the Parent Committee for all students, parents, guests, and other school district personnel. The menu included: corn soup, fry bread, wild rice, venison stew, roast beef and gravy, boiled potatoes, green beans, salads, rice pudding, bread pudding, baked apples, and fresh fruit. 200 people attended"....Mrs. Dorothy Tufnell.

OBJECTIVE X:

There will be at least four Guest Speakers in the areas of Indian Culture, Music, Art and History.

Speakers in the areas of Indian culture, music, art and history were scheduled and presented to the public.

EVALUATION MEASURE

Copies of receipts will be filed, as will records of attendance and session participation.

A cost accounting of expenditures for Guest Speakers may be found in the Budget section of this report.

In the Consultant Services section may be found a full list of Guest Speakers used as Consultants by the project.

The topics and areas discussed by Guest Speakers are described in Appendix D, which in addition, contains documentation verifying the arrangements made with individual Speakers.

Below are listed the dates, speakers and attendance for the seven Guest Speakers:

DATE	GUEST SPEAKER	ATTENDANCE
Sept. 14, 76	Dr. E.J.McClendon	60
Nov. 4, 76	Dean George	40
Nov. 17, 76	Dean George	40
Aug. 24, 77	Carleen Pedrotti	20
Aug. 31, 77	Dean George	20
Sept. 29, 77	Hap McCue	22
Sept. 29, 77	Dorothy Goeman	22

As with other Objectives, the project staff has gone far beyond its initial plans by presenting seven, not four, Guest Speakers.

OBJECTIVE XI:

This program will employ: one Project Director, one Teacher, Native American Educational Technicians where needed, Native American Secondary Students on demand, one full-time Secretary and one Native American Resource Consultant when needed.

EVALUATION MEASURE

Records of hirings, appointments, or contracted services will be examined to verify compliance with guidelines.

In the Administration section of this report, the staff personnel are listed according to their positions. Minor changes in job titles and in personnel are noted in that section.

The Budget section describes and gives the details of salaries and expenditures in payroll to date.

Additional material regarding personnel and administration may be found in Appendices E and F.

A review of the administrative and personnel records of the project demonstrated that the form of the administration complies with the stated objectives of the program and with existing Federal guidelines for Title IV-Part A projects.

OBJECTIVE XII:

Emergency service (dental, medical, and optical) will be provided for participating students. Emergency expenses shall not exceed $15.00 per student.

EVALUATION MEASURE:

Records of disbursals, transactions, account status and travel funds will be kept.

The staff, in preparing for Objective XII, explored existing dental, medical and optical services that could have been used by students in the project. They sensibly set a ceiling of $15.00 on emergency services in order to prevent massive disbursals of funds for services that are necessary, but not educational. These services were to be exclusive in that they were for emergencies only. To this date there have been no emergency medical, dental or optical needs by any students necessitating these expenditures.

OBJECTIVE XIII:

We will institute an Indian Educational and Cultural Saturday School during the regular school year and three day week summer school.

EVALUATION MEASURE

Records of attendance and a schedule of activities will be kept.

The Saturday School opened its doors on May 7, 1977, and met regularly each week, except for the Memorial Day Weekend. Then, the Summer, three-day-week sessions began on June 28th and continued through August 25, 1977. After that date, there was a full week of field trips scheduled for the students, followed by a short break in instruction. The Saturday school resumed operation on September 17, 1977 and has met every Saturday up to the present time.

Detailed records of classroom activities have been kept. Examples of songs and dances (Objective II), arts and crafts (Objective III), Ojibway language (Objective IV), games (Objective VI) and remedial materials provided to students (Objective XV) have been reported elsewhere in this report. Samples of instructional materials may be found in Appendix G.

A schedule of class meetings and student participation appears below:

SATURDAY SCHOOL--	STUDENTS	SATURDAY SCHOOL - -	STUDENTS
May 7, 77	105	June 11, 77	51
May 14, 77	94	June 18, 77	63
May 21, 77	88	Sept.17, 77	27
June 4, 77	79	Sept.24, 77	41

Average (mean) number of students per day: 69

SUMMER SCHOOL--	STUDENTS	SUMMER SCHOOL - -	STUDENTS
June 28, 77	72	July 26, 77	59
June 29, 77	59	July 27, 77	61
June 30, 77	61	July 28, 77	28
July 5, 77	33	Aug. 9, 77	59
July 6, 77	59	Aug. 10, 77	52
July 7, 77	54	Aug. 11, 77	58
July 12, 77	62	Aug. 16, 77	51
July 13, 77	59	Aug. 17, 77	56
July 14, 77	48	Aug. 18, 77	46
July 19, 77	56	Aug. 23, 77	52
July 20, 77	57	Aug. 24, 77	50
July 21, 77	45	Aug. 25, 77	57

Average (mean) number of students per day: 54

As the data above show, student participation has remained at a high level throughout the project year. Objective XIII has been met.

OBJECTIVE XIV:

Counseling will be available to students and their parents.

Records have been kept on the number of appointments and of specific needs of students in this area of concern.

EVALUATION MEASURE

Records will be kept of the number of appointments, but no records will be made of content of advisory sessions.

The Project Director has provided personal and confidential counseling to students, on a formal basis, on two occasions.

In one instance, the Director intervened to help prevent a student from dropping out of High School. She then referred the student to a professional counselor for further assistance. The time period for this counseling was February 7th to May 19th, 1977.

In the other formal session, the Director provided assistance and referrals to enable specific students to receive tribal affiliation.

Apart from formal counseling, the Director and staff routinely provide assistance to students, parents, and other interested parties.

One notable example of this sort of informal counsel involved a district drama class that had planned to present a skit based on Indian life. The Director, when invited to comment, offered her sugguestions and overall impressions on how the class could best present an accurate portrayal of Michigan Indians. Her comments were then incorporated into their presentation.

These examples demonstrate that Objective XIV has been met.

OBJECTIVE XV:

Remedial academic assistance will be available.

EVALUATION MEASUREMENT

Records will be kept of the various services provided for Indian Education.

Academic data on all students eligible for the project were requested and received from the school district. Student reading and math levels, along with deficiencies were then filed and later used to determine which students needed remedial help.

On June 28th, Ms. Nancy Neal, with the assistance of Mr. Gene Domanke, Director of Compensatory Education Programs for the Wayne-Westland Community Schools, tested the reading skills of participating students. She determined that 21 of the students needed some help in reading; two of these students suffered from learning disabilities.

Ms. Neal, a teacher in the district, who belongs to the Parent Committee, worked with the staff to assemble the following remedial materials:

Remedial Games - Apple tree, Lemon tree, Plum tree, Lime tree, Multiplication Rock and Grammar Rock.

Pal Paper Books - Kit A - 2.5 3.5 9 title, 27 copies
Kit A - 1.5 2.5 9 titles, 27 copies
Pal Paper Books - Kit B - 3.5 4.5 9 titles, 27 copies
Kit B - 4.5 5.5 9 titles, 27 copies
A Plus Red Level 2.5 3.5 9 titles 27 copies
A Plus Blue Level 3.5 4.5 9 titles 27 copies

Remedial reading was then offered on a regular basis on these dates:

7-4-77
7-7-77
7-11-77
7-14-77
7-18-77
7-21-77
7-25-77
7-28-77
8- 8-77
8-11-77
8-15-77
8-18-77
8-22-77
8-25-77

Ms. Neal has done a conscientious job of providing remedial reading assistance as a regular component of the Indian Education Project. She has spent the time she volunteered giving each of the twenty one students who were identified, her personal attention and help.

Objective XV has been fulfilled.

OBJECTIVE XVI:

Indian Students who participate will have a better self-image and a deeper appreciation of their cultural heritage.

EVALUATION MEASURE

The data on the pre and post test results (Objective I and Appendix H) have demonstrated that the students have developed a deeper appreciation of their cultural heritage. In addition, students have demonstrated their appreciation of their heritage by producing far more arts and crafts projects than were initially planned.

Another measure of students' appreciation of Indian Culture was their high level of participation in all planned activities. (See Objective XIII).

Though each of these measures shows the students' growth in cultural enrichment, none of these indicators specifically deals with "self-image". To remedy this situation, we asked the students to answer the following two questions:

1) How do you feel about being Indian?
2) Did you always feel this way?

This is how the students answered the first question:

GRADE	GOOD	BAD
K-1	3	2
2-3	9	0
4-6	13	0
7-12	7	1

These answers show that students do have a positive self-image of themselves and a positive image of their Indian heritage. The youngest students seem to have the most problems with "self-image".

Here are some of the students' answers to this question:

- I feel good being an Indian
- I feel lucky that I am an Indian and I feel being and living Indian is a good way to live and I'm proud to be Indian.
- Proud! I feel proud!
- I think it is fun, but its very interesting to know that the Indians are not some red face man who walks around saying "how". We learned a lot over the summer and I thought it was a good way to learn about my heritage.
- I'll tell you, of the things that I possess, my Indian heritage is the thing I am proudest of. I live up to it every day.
- Well, I myself am more of a white man rather than an Indian, although I believe a lot of Indian cultures more than white cultures. I feel I'm half-n-half in both of them. There's nothing wrong with me being white and there's nothing wrong with me being Indian.

To the second question, the students said:

GRADE	YES	NO
K-1	0	0
2-3	4	5
4-6	7	3
7-12	7	1

Many of the younger students have changed their minds about their self-image. The second and third graders in particular have been affected the most by being involved in the program.

Here are some of their ansers:

- No, until I knew more about Indian culture
- Yes, but not (quite as much), because I really didn't know much about it except the lies I learned in school
- Yes, because the white people would put my people down. Now that I have learned a lot about my people, I tell the white people off.

As these questions demonstrated, the students have developed a better self-image and a deeper appreciation of their cultural heritage-thanks to the Indian Education Project.

Objective XVI has been fulfilled.

OBJECTIVE XVII:

Existing public school textbooks will be reviewed and recommendations for book adoptions will be made.

EVALUATION MEASURE

Activities of Committee and staff will form one section of documentation in evaluator's reports.

The project staff and Parent Committee have worked together to assemble materials to be used in the development of curriculum (see materials list for Objective I).

The responsibility for the evaluation of existing textbooks has been assigned to the Parent Committee. The Parent Committee has formed a special sub-committee for this purpose and has discussed a strategy for realizing this Objective which may include:

1) Starting with a review of lower level books that are read by children at the most impressionable age.
2) Initially focusing on textbooks that are the most widely used and impact the largest audience.
3) Utilizing the assistance and critical input of students who are sensitive to the issues involved, students who will be required to read these books as their school work anyway.

The implementation of Objective XVII has begun, but specific recommendations on all school textbooks have yet to be made. One magazine and one elementary songbook have been examined and commented upon.

At this writing, Objective XVII has not been met, but work has begun to fulfill this objective.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions:

The Indian Education Project staff, with the full support of the Parent Committee, and the cooperation of the school district, has provided students with a basic and true account of Indian History, Treaties, Customs, Lore, and Contemporary Issues.

The personnel of the staff have done an exemplary job of offering cultural enrichment to Indian students in the Wayne-Westland area. In particular Ms. Roslynn McCoy, the Project Director, Ms. Shirley Baumann, the Project Secretary, and Mrs. Dorothy Tufnell, the Program Technician have unstintingly put forth their best efforts to maintain the highest quality among the services this project provides to the students.

Their energy and commitment are reflected in the fact that the project has gone well beyond the level of performance called for in the original proposal. Wherever possible the staff has provided more than was thought possible, at a higher quality than that originally planned.

THE STAFF HAS EXCEEDED NEARLY ALL OF THE ESTABLISHED CRITERIA FOR SUCCESS STATED IN THE OBJECTIVES.

In evaluating the objectives it has been shown that:

a) Students develop a better self-image because of the project
b) Students develop a better appreciation for their cultural heritage because of the project
c) Students have demonstrated their skills in Indian arts, crafts, games, songs, dances and language-thanks to the project
d) Secondary students have assisted in the process of teaching Indian culture to elementary students
e) Students have been exposed to a wide variety of culturally expanding experiences through the program
f) Special help has been provided to students with special needs. (counseling & remedial help)
g) Provisions have been made for the review of existing textbooks to insure that they present as true and as accurate an account of Indian life and culture as that presented by the project.

In summary, this project has been outstanding in providing essential services and knowledge to Indian students.

Recommendations:

There can be no doubts about the success of the project in meeting its product objectives evaluation. On all those counts, the project has been outstandingly successful.

But, like other new projects, this one does have some weak points that have surfaced during its first year of operation. It should be reiterated that the small flaws that exist within this project are organizational problems (process evaluation), and not problems that in any way detract from the quality of the services provided through the Indian Education Center.

This evaluator has met with the Project Director to discuss problem areas.Subsequently he met with and discussed these problems with the Parent Committee at an open public meeting.

As discussed at the October 5th meeting, these problem areas were:

a) Utilization of School District Resources: The staff has done a good job of using available district resources, including: inservicing learning consultants, using media services, locating test scores, and providing consultation on Indian Matter to interested teachers. There are some other things, however, that we can do.

Recommendations; Incorporate school district learning consultants (and other available experts) in our curriculum development.

Explore the possibility of locating kids in our program who need remedial services inside of school programs that are already available. This will remove an unfairly large burden from those who have volunteered to provide these services in their spare time.

Consider working in the school buildings, during class time, with staff and children as opposed to expecting the kids to be at the Center on Saturdays.

b) Curriculum Development: the forms used to record lesson plans, workbooks and other material for future dissemination have not been put in a standard format.

Recommendations; Instructors can provide us with a standard outline of scheduled activities and/or lessons. One suggested format is presented below:

Instructor: Class Title: Meeting Time:

Activities: (if components are used, list them)

1.

2.

Materials used: Comments:

Use of this format, submitted one week in advance, will provide the student aids with needed instructional information in the event that the instructor is unable to attend the class. It will also provide us with material in a suitable form for use in a workbook, and in a form suitable for future evaluation use.

c) Recruitment: The number of children served by the project has declined slightly since the end of the summer sessions. Efforts have been made by the staff to contact parents by mail and by phone to elicit more participation. A number of other things may help alleviate this problem.
Recommendations; Better P.R. would spread more information throughout the community and thus encourage greater participation.

More student input into project activities may help to generate more enthusiasm among the kids. The students may have some interesting ideas on the kind of curriculum that would best hold their interest. Let the kids relate what interests them the most.

The drop in participation may be partly due to the kids' wish to relax and enjoy their free time away from school on the weekends. Perhaps the current schedule of activities could be shifted to allow the kids their Saturday morning recreation.

Parents should be told that babysitters can be provided through our funds. This might encourage more parents to attend the Saturday sessions themselves, and they, in turn, would be more likely to encourage their kids to get involved.

Long-term projects that produce a product may capture the interest and enthusiasm of the kids. Now that the kids have developed their basic skills, more complex activities can be designed for them. Possible long-term projects might include: construction of a "long-house", or other appropriate structure; canoe-building, making snowshoes to be used on a winter field trip; or, totem poles. If the kids can see the project shaping up week after week, they'll feel more excited by the project activities.

d) Public Relations: Contacts between the project and the local newspapers are at a minimum. Notices do not appear as regularly as possible in the local papers.

Recommendations; Part of this problem rests in the project's reliance upon a sub-committee which deals specifically with public relations. But the lion's share of the responsibility for this condition rests with the amount of time consuming paperwork involved in getting the school district to process, approve, and deliver press releases to area newspapers. Some streamlining of this procedure is recommended.

e) Organizational Problems of the Project:

1) Better Coordination of Staff Time: Staff members sometimes are put in a position where they have to work hurriedly to complete tasks they knew about well in advance. This occasionally happens because there is some overlapping of job descriptions among staff members, and this results in some confusion over who is responsible for a given task. (This may also be an indication that the project is understaffed).

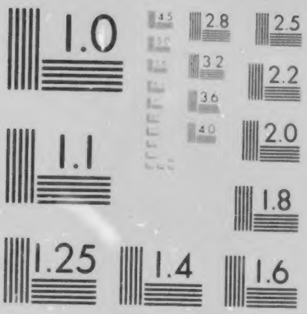
Recommendations; Job descriptions should be spelled out explicitly. Workers should not be called upon to do work that other people customarily perform, this is a source of some confusion. In general, there should be a minimum of overlap between job duties.

As specified in the federal guidelines, the tasks of the Parent Committee should include both writing the job descriptions, and reviewing the qualifications of job applicants before they are hired. The Director and the Parent Committee may wish to periodically determine how well workers are meeting the duties spelled out in their job descriptions.

2) Organization: There is not enough delegation of responsibility by the project director. As a result, the director ends up doing too much work on her own...this results in rushed work and extra headaches over meeting deadlines.

Recommendations; The director should identify specific tasks to be performed by specified staff persons, and provide time lines for tasks, i.e., work schedules for each task and the workers assigned to that task. As it now stands, the director is simply working too hard.

These minor organizational problems have been discussed at length and this evaluator has every assurance from the director that each and every recommendation will be examined and considered for use during the second year of the projects' operation.



MICROCOPY RESOLUTION TEST CHART
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APPENDIX A

CONFERENCES

APPENDIX A

CONFERENCES

Persons from the Indian Education Project staff, Parent Committee, student aides, the project evaluator, and people from the Wayne-Westland Community Schools have attended seven conferences during the 1976-77 grant year.

1. September 8th & 9th, 1976, Title IV-Part A Indian Education Project Workshops, Lansing, Michigan - notes attached: Mark Jurecki, Needs Assessment, and Sally Ross, Curriculum.

2. September 26-29, 1976, National Indian Education Association Conference, Albuquerque, New Mexico. Persons attending included: Ms. Sally Ross, Curriculum and Mr. Robert Reichard, President of the Wayne-Westland Board of Education.

3. October 26-28, 1976, Title IV Conference, Kalamazoo, Michigan. Participants included: Mrs. Sarah Stockton, Vice Chairperson, Mr. Rodney Deo, Parent Committee Chairperson, Mrs. Mary Sue Deyo, Parent Committee Secretary. This was a State Conference dealing with Budgets, Needs Assessment, Human Relations Project, Management Project Evaluation, Bylaws, - notes attached...

4. December 2,3,4, 1976, Michigan Indian Education Conference, Lansing, Michigan. Six members of the Parent Committee including all officers, three teachers who are members of the Parent Committee and district teachers, and five secondary student aides. All workshops were covered and reports are attached.

5. January 1977, Ann Arbor, Michigan, Workshop Conference on Proposal writing. Dorothy Tufnell, Program Technician and Roslynn McCoy, Parent Committee Chairperson attended.

6. June 26-29, 1977, Albuquerque, New Mexico. National Congress of American Indians Conference attended by Rodney Deyo, Chairperson of Parent Committee, Roslynn McCoy, Project Director and Shirley Baumann, Project Secretary. Notes attached are recommendations that were adopted by participants of Conference.

7. September 15-17, 1977, Green Bay, Wisconsin, Midwest Technical Assistance Conference attended by Kathy McMillan, Parent Committee member, Mary Sue Deyo, Parent Committee Secretary, Roslynn McCoy, Project Director, Cheryl Riley, Native American Education Technician in Crafts, Mark Jurecki, Project Evaluator, and Mr. Robert Reichard, Board of Education Secretary. Report attached.

Lansing Conference

September '76

1. Rules are open to interpretation - some slippage is allowed - some guidelines are unclear - negotiation necessary between Parent Committee, L.E.A., and School Board

2. Hiring by Indian preference
   - authorized by Act of Congress 1834
   - federal right to intervene in Indian business established by several acts
   - Indians have dual citizenship (Federal government will maintain this arrangement for as long as Indians want)
   - attempts made at termination 1940 & 1960 (never again)
   - Indian preference motivated by wishes for self-determination
   - Congressional funding June 1974 Supreme Court decision
   - another reason for preference is to provide Indian children with role-models
   - questions have arisen re: Civil Rights Acts

3. Certification ?
   - not necessary for those who service Indian children (para-professionals).
   - first case at issue 1948 in Bay City, Michigan
   - Investigations would reveal that "pink-slipped" teachers are being rehired in lieu of non-professionals under the Title IV funding

4. Indians were automatically excluded from "the American dream"
   - put the blame on public schools
   - Public Law 254 allows multi-ethnic curricula in public schools
   - there is a need for more Indian teachers who will counteract the effects of propoganda on Indian children

5. Maintain flexibility and good public relations to maintain cooperation from institutions

6. Indirect costs: Policy of State
   - each district has its own limit
   - none may exceed 2%
   - intent is to hire Indian personnel
   - definition: "in-kind services", maintenance, etc.
   - Indian Education Act is a supplemental program
   - Budget must be approved by the Parent Committee - Secretary, indirect costs, salaries, etc.

7. State sees all school district employees as eligible for workman's compensation
   - insurance is needed.....investigate
   - need to pay withholding tax and social security
   - some schools dodge these requirements by using the Parent Committee members as the workers
   - the school (legally) does the hiring because it has the fiscal responsibility
   - school is the legal advisor to the Parent Committee
   - No carry-over funds....funds may be earmarked under consent by H.E.W.

8. New fiscal year October 1 to September 30 may allow programs to carry beyond June 30

9. What are the "unique needs of Indian students"
    - determined by Indian community not by the Parent Committee alone
    - schools have never been good at assessing the needs of Indian students
    - experts say that people who lose sight of their heritage, lose some of their identity

10. How to encourage participation
    - assign a job to everybody
    - offer refreshments
    - constant sharing of information
    - encourage friendships and group identity
    - get everybody involved
    - special newspaper column?
    - newsletter
    - offer the parents something
    - get the children to perform..theater, dance, etc...get the kids to attract their parents
    - have the school drama teacher help out
    - ask for help!
    - keep the business meetings short
    - put parent and kid's name in print in the newsletter

11. Do's and Don'ts

    - Review your application from time to time, that is, check your income and "out-go" periodically
    - evaluate your program as it occurs
    - review your needs assessments
    - don't be afraid to request changes in your plans, get approval from H.E.W., but have alternatives ready
    - know when a program has "peaked-out"
    - know when the kids are tired of a program (bored, disinterested or violent)
    - get the kids to form a club?   Pow Wow......
    - most successful programs are those that hire an Indian staff and focus upon the Indian cultural heritage

12. How many can we send to State and National Conferences?
    reasonable - - don't send the same ones all the time
    one L.E.A. person and one parent committee representative

13. Adjustments will be made for declining millage or tax base

14. 12 Proposals rejected out of 134 on Title IV (9% rejection)

15. Need to assess the change in attitudes of kids versus their people and education in general and higher education in particular (more are staying in school, more who dropped out are coming back for G.E.D.s; also, grade points for Indian kids are improving)

16. School population is dropping, but Indian student population will increase for up to the next ten years as families are larger and students are staying in school longer

17. Proposal should contain no plastic covers or staples...use two hole punch and gold fastener at top of pages

18. After Parent Committee officers are selected, have notice printed in newspaper listing them....send copies, plus all minutes of meetings

NATIONAL
INDIAN
EDUCATION
ASSOCIATION

NIEA

SEP 1976
W.W.C.S.
RESEARCH AND
EVALUATION

8TH ANNUAL CONVENTION

SEPTEMBER 27-30

**CONVENTION CENTER
ALBUQUERQUE, NEW MEXICO 87103
(505) 842-1892**

Yellow Flower 76

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Kalamazoo Indian Education Workshop

Tuesday, October 26, 1976

9:00 - 9:45 a.m. - General Session

*10:00 - 12:00 p.m., 1:30 - 3:00 p.m., and 3:15 - 4:30 p.m. (Room E & F)

1:30 - 3:00 p.m. - Rules and Regulations (Room A)
Budgets (Room B)
Needs Assessment (Room C)
Bylaws (Room D)

3:15 - 4:30 p.m. - Rules and Regulations (Room A)
Budgets (Room B)
Needs Assessment (Room C)
Bylaws (Room D)

Wednesday, October 27, 1976

9:00 - 10:30 a.m. - Writing Objectives (Room A)
Project Management (Room B)
Human Relations Panel (Room C)
Special Projects (Room D)
Selecting Materials (Room E & F)

10:45 - 12:30 p.m. - Rules and Regulations (Room A)
Budgets (Room B)
Needs Assessment (Room C)
Bylaws (Room D)
Selecting Materials (Room E & F)

2:00 - 3:30 p.m. - Writing Objectives (Room A)
Project Management (Room B)
Human Relations Panel (Room C)
Right to Read (Room D)
Title I (Room E)
Project Evaluation (Room F)

Thursday, October 28, 1976

9:00 10:30 a.m. - Rules and Regulations/Writing Objectives (Room A)
Budgets/Project Management (Room B)
Needs Assessment/Human Relations (Room C)
Bylaws/Right to Read (Room D)
Programs Available to LEA's (Room E)
Project Evaluations (Room F)

11:00 - 12:00 p.m. - General Session

*Louis Ballard will conduct three workshops on Tuesday, October 26, 1976 only.

COMMON OBJECTIVES:

One of the special needs LEA and Parent Committee is that the Indian children have a better self-image concept

Produce a self concept-instrument-look for your LEA (Tennessee) measuring self-concept

Michigan Education Association compatible for Title IV. Request them to make an instrument to measure self-concept, or some monies so we can do it ourselves

Evaluation proves that you are fulfilling objectives

We need to have a Pre-Program Evaluation

Program Planning Outline- evaluation is very important in implementing proof of a good solid program so that the funding of monies for Title IV will be there next year

Chapter 15 of media kit-complete evaluation includes form that can be used. Evaluation should be started at the beginning of the program. The ones who benefit the most from the evaluation, are the Indian children

Continue Title IV for five more years. BIA schools are entitled to funds.

If the school system will not apply for funds for the Indian children, the Parent Committee will be able to apply and run the program them selves

The program can be extended through the summer months

Rules & Regulations, nominations and selections Made up of parents of Indian students, tribe teachers, school district secondary students

INDIAN EDUCATION CONFERENCE

Olds Plaza, Lansing

December 2 – 4, 1976

Sponsored By:

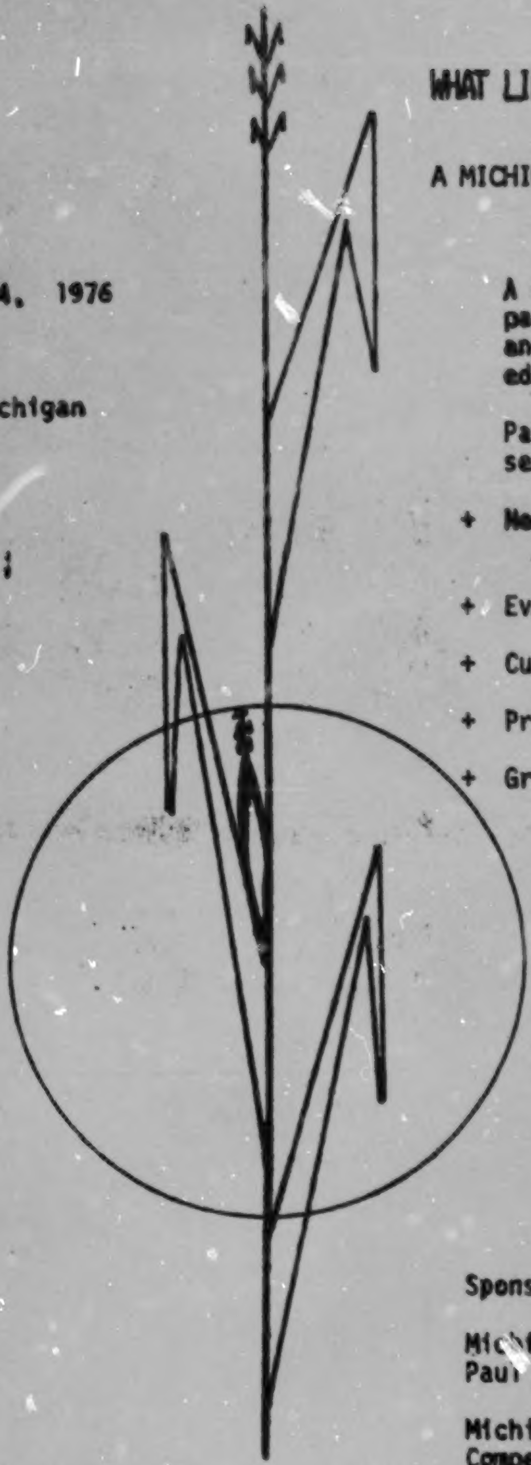
MICHIGAN EDUCATION ASSOCIATION
Professional Development/Human Rights Division

STATE DEPARTMENT OF EDUCATION
Compensatory Education
School Community Affairs

90

WHAT LIFE WILL WE MAKE FOR OUR CHILDREN ?

A MICHIGAN CONFERENCE ON INDIAN EDUCATION



December 2-4, 1976

Olds Hotel

Lansing, Michigan

A skills training conference for parents, community service agencies and school staff concerned with the education of Native American students

Participants may enroll in training sessions on:

+ Needs Assessment methods for communities and students
+ Evaluation Designs
+ Curriculum Planning
+ Program Development
+ Grant Writing

OF SPECIAL INTEREST:

Recognition Awards to Legislators for service to Indian Education

American Indian Film Festival

Entertainment by American Indian Artists

Formation of a Michigan Indian Education Association

Lansing Indian Center POW WOW

Sponsored by:

Michigan Education Association
Paul Johnson

Michigan Department of Education
Compensatory Education, Kathleen Hunter
School and Community Affairs, Les Gemmill

FOR INFORMATION AND PREREGISTRATION MATERIALS, contact:

Paul Johnson, Michigan Education Association, 1216 Kendale Blvd, East Lansing, MI 48823
Kathleen Hunter, Compensatory Education, Michigan Department of Education, Box 30008,
Lansing, MI 48909

Mary Sue Deyo
Rod Deyo
12-4-76

LANSING CONFERENCE
DECEMBER 1976

Native American Music

(Paul Parfhan, Teacher - New Mexico)

WE HAVE THIS SESSION ON TAPE

Books

The Rhythm of the Red Man - J. Buttree

The Indian's Book - N. Curtis

Frances Densmore's Books on Music

Folk and Traditional Music of the Western Continent - Bruno Nett

Songs of the Chippewa - Bierhorse

Records

Canyon

Indian House

Folkways

Sound Chief

As Culture changes, so does the music

Ho He Ho	Ho He Ho	Ho We
1 & 2 & 3 & 4 & 5	1 2 3	1 & 2

Learn Ballard's songs thoroughly before trying to teach them.

2	2	2	2	2
A	B	C	D	A
11	111	1111	11111	11

The first American Opera was based on an Indian subject
(1658 Ballet concerning Indians written in Europe)

INDIAN AND NON-INDIAN

SOME COMPARISONS

Prepared by Paul Parthun
9.76

largely functional, i.e. music for activity (religious, ceremonial, social) Gebrauchtmusik, in the best sense.	largely commercial and for entertainment; to a lesser extent functional.
Oral tradition; songs learned from one another	complex notational system as mnenomic system.
Vocal music sung in unison (horizontal music)	Vocal and instrumental with many combinations (harmonic or vertical music)
songs composed intuitively by a singer followed by group assistance and/or approval	music written by trained composer with defined compositional techniques. Group composition unknow Music can survive without peer approval
Unique singing style variable with tribe and culture area; "exotic" melodic system.	Cultivated European vocal style predominates; diatonic and chromatic melodic system.
Few instruments (drums, rattles, flutes)	large number of folk and art instruments
Instruments unique to culture; hand made generally not sold	Standardized European type instruments; commercia made.
non-metric melodies with constantly changing meters	simple or compoud meters used throughout a piece.
free vocal rhythm	metric rhythm predominates
Descending melodic contours	Melodic curves are ascending, descending and mixed
Relatively simple musical forms; some unique	Simple to very complex formal musical structures.
Most stylistic features cannot be shown in transcribed notation	Noaation can provide a fairly accurate prescripti and descriptive performance style.
Performance limited to "singers" with defined sex roles	Anyone can sing
"Professional" singers are few	Music depends upon professionals
Concerts unknown	Concerts are the focus of musical activity

12-4-76
Mary Sue Deyo, Rod Deyo

COUNSELLING

(Jeannette St.Clair)

WE HAVE A TAPE OF THIS SESSION.

Mrs. St. Clair gave her background and explained her experiences with the Grand Rapids school district. Outlined the different alternative programs.

Title IV Program has 5 specialists
Students have become aware there is someone around to help.

Booklets were developed by the District. Copies were shown.

Booklets

Alternative Programs
Student Rights & Ethnic Programs
Crises Handbook
Survival Handbook
Counselors Accountability

12-5-76

Community Needs Assessment

Ms. Gladys Burk and Mr. Wag Wheeler

Always assess Community needs before applying for the grant. Use Survey forms to identify the eligible people and their needs. Make sure the survey form has a signature - otherwise it is not legal. One need that became very evident in Grand Rapids was for a program dealing with alcholics since court records showed 342 Indians arrested, and 321 arrests were for drunkenness.

Use a system for gathering data and documenting it through each available agency.

Non-Indians should not be utilized in analysizing Indians.

Some information to secure:

1. What do you know about the Community? Who are Indiands? Age? Sex? Education? Housing situations?

2. What are the problems with identification? Do the breeds receive services or only the full-bloods?

3. Ascertain agencies providing services. What services? How often Indians take advantage of these services?

4. Learn the problems the Agency Workers have with each person served. This will help identify needs.

5. Establish pertinate family information on a Family Profile Card.

6. Repoire with known Indians will lead to others.

7. Schools can provide some information.

8. Furnish a Master List of Indian Children to Parent Committee Chairperson and also a list of each Principals' Indian students to the respective Principal.

Highly recommended to read the Book "FOR WHITES ONLY"

($17,045 is the salary paid their Project Director)

JUNE 1977

ncai indian education

This agenda has been arranged in an attempt to allow interested persons to participate in Indian education concerns while not having to take time away from attending the general sessions. In order to do this, we regret any inconvenience caused by working sessions on Saturday.

It is hoped that Indian education concerns will receive wide participation beginning with the first meeting after the 7:00 p.m. address by Jim Joseph, Under Secretary, U.S. Department of Interior, Wednesday evening, June 22. All persons involved and concerned with Indian education are invited to participate.

AGENDA

****

WEDNESDAY, JUNE 22, 1977

EVENING: INDIAN EDUCATION CONCERNS COMMITTEE:
- Overview of NCAI's TRIBAL GOVERNMENT STUDIES CURRICULUM.
- BIA Education: Dr. Dave Warren, Director, Cultural Studies Research & Resource Materials Development (Representing Dr. William Demmert, Director, Office of Indian Education)
- Indian Education Concerns Committee will meet initially in one full session and will form into working sub-groups; Chairpersons chosen; rules of procedure to address issues explained and agreed upon; resource materials distributed.

THURSDAY, JUNE 23, 1977

11:00 am ISSUES:
1. Current Administration Policy & Delivery of Ind[illegible] Education.
2. Recommendations of the Federal Interagency Commission on Education (FICE) from the FICE Convocation on Indian Education.

ADJOURN---12:30*

3:30 pm ISSUES:
3. Final Report of the AIPRC as it relates to education particularly in those areas determined by the Senate Select Commmittee to be of priority; Code Reform; Trust Responsibility; Restoration & Recognition; Federal Administration; Federal/State/Tribal Government Relations; Economic Development; Tribal Government Recognition in FIDAP; Land Consolidation; 638 Reform; Need for a Full Committee.
4. NCAI's semi-monthly new service Indian Legislation Education Information Service and how it must best meet the needs of Indians concerned with pending education legislation.
5. Title IV, 92-318; expiring legislation and need for amendments.
6. Hawaiian amendments to Indian legislation.

ADJOURN---6:30 pm

ALBUQUERQUE CONFERENCE

JUNE 1976

RECOMMENDATIONS TO SERVE AS AMENDMENTS TO THE PRESENT LAW

1) *Training in life coping skills - Part C*

2) *Geographic limitations on spending Parts B & C*

3) *Acceptability of cultural needs, change from 1) "to meet the special educational needs of Indian students" to 2) "to meet the special cultural and special educational needs of Indian students."*

4) *Entitlement formula revision.*
Present: Minimum of 10 students to qualify the LEA for a $5,000 grant award or less.
Proposed Amendment: Minimum of 25 students to qualify the LEA for a grant award exceeding $5,000.
Rationale: To meet a minimum or exceed a $10,000 award.

5) *Realocation of funds. Returned funds from the LEA should be rerouted back into Indian programs.*

6) *Clarify maximum of fellowship - Part B*

7) *When a community develops a Part B Model, this should then be coordinated into Part A.*

8) *Indian preference: project level. This preference was also recommended for OIE positions, but was turned down.*

9) *Parent Committee voting membership eligibility: Grandparents and those who do not have legal custody of those eligible students who are staying in the home.*

10) *Technical assistance to Indian organizations and tribal organizations - Part E.*

11) *Research authority of OIE - Part F*

12) *Definition of "Who is Indian". Out of jurisdiction of OIE.*

13) *Basis for entitlement: Closely look at through a need criteria study.*

14) More money is needed for Indian controlled schools. Proposed 10% be set aside for Non-LEA - Part A, under investigation.

15) Investigate consolidation of all set aside percentage of Title I, & VII monies used in programs, specifically remedial math, etc.

16) Parent committee can be agent if LEA refuses to apply.

17) Matching funds of LEA equal for all students. These figures are currently in accordance with state figures per student. Each state varies. State of Michigan figures - approximately $127.00 per student.

ARTHUR GAHBOW, PRESIDENT
DARRELL WADENA, VICE PRESIDENT

FRED MC DOUGALL, EXECUTIVE DIRECTOR
KENT P. TUPPER, LEGAL COUNSEL

DANIEL MORRISON, SECRETARY
HARTLEY WHITE, TREASURER

THE MINNESOTA CHIPPEWA TRIBE

335-2286
335-2252 EDUCATION DIVISION
P.O. BOX 217 CASS LAKE MINNESOTA 56633

SELF-DETERMINATION

*** ANNOUNCEMENT ***

TITLE IV

INDIAN EDUCATION ACT

MIDWEST TECHNICAL ASSISTANCE CONFERENCE

presented by

THE MINNESOTA CHIPPEWA TRIBE

EDUCATION DIVISION

in cooperation with

UNITED STATES OFFICE OF EDUCATION

OFFICE OF INDIAN EDUCATION

at

Port Plaza Inn
304 North Adams Street
Green Bay, Wisconsin

SEPTEMBER 14, 15, 16, 1977

For additional information contact: Tom Peacock (218) 335-6331
Minnesota Chippewa Tribe Mary Hofbauer (218) 335-2271

TITLE IV TECHNICAL ASSISTANCE CONFERENCE

GREEN BAY, WISCONSIN

September 14-16, 1977

SUMMARY OF ACTIVITIES

Representatives of the Wayne-Westland, Title IV-Part A Indian Education Project were invited to attend the Title IV Conference in Green Bay. Staff persons who attended this meeting included:

- Roslynn McCoy, Project Director
- Cheryl Riley, Project Craft Specialist
- Katherine McMillan, Member of Parent Committee
- Mary Sue Deyo, Member of Parent Committee
- Mark Jurecki, Project Evaluator

From the school district came:

- Mr & Mrs Robert Reichard, School Board
- Mr & Mrs Dennis O'Neill, Assistant Superintendent

The Conference began on Wednesday, September 14th with introductions and discussions by: Arthur Gahbow, President of Minnesota Chippewa Tribe; Tom Peacock, Director of Education, Minnesota Chippewa Tribe; Dr. Gerald Gipp, Deputy Commissioner, Office of Indian Education (Topic - "Title IV Accomplishments and Future"); Tom Emanual, Branch Chief, Part A Office of Indian Education

OPENING - MR. GAHBOW, President, Minnesota Chippewa Tribe

The problems we face are not unique with one tribe. We must attempt to specialize in different areas, implement self-determination, and take a good look at our program. The use of Title IV funds for Indian Culture, should clarify these accomplishments.

The Title IV programs with grants $10,000 or less are being criticized. It has been recommended that the grant requirement of 10 students be increased to 25 students.

So in viewing the situation of Title IV since its start 5 years ago, which was a shaky beginning, in this area now, there is a consistant and determined effort to make Title IV work. There is no other Educational Program with kids self image being formed. Title IV, is educating school administrators, is the largest Educational Group with parents involved and has the management system to carry things off.

The computer used for preparation of Grant Awards ran into problems and Grants cannot be made earlier as planned. Part A applications for 78-79 are due February 10 and the Awards should be made by May 15.

Mr. Emanual then provided his perspective on Title IV activities. He discussed the status of the Act, noting that funding will continue through 1979 according to the Tidings Act, and that H.R.15 makes possible a 5 year extension of funding beyond 1979.

Next, he outlined trends in Indian Education. Most significantly, he indicated that there was much interest in continuing research in education as it applies to Indian children.

According to Mr. Emanual, the future plans of the U.S.O.E. are to concentrate upon: a) better access to education, b) higher quality education, and c) provisions for an extended school system that will meet the needs of the Indian community.

He then completed his remarks by noting the deadline date for renewal applications (February 10) and the date on which renewed funding will commence (May 10, 1978).

Following these Introductions, workshops were scheduled:
10:15-12:00 P.M.

1) Structured Tutoring
   Linda Oxendine - Crystal Ballroom
2) School Board Powers & Responsibilities
   Ken Peterson - Pompeiian Room
3) Needs Assessment (ACIM)
   Liz Whiteman Runs Him - Italian Room
4) Proposal Writing
   Lois Olsen - Walnut Room

The members of the staff split-up at this point in order to attend as many different workshops as possible.

Lois Olsen's presentation on proposal writing was very thorough and thoroughly detailed. Working from a comprehensive handout, she gave an excellent description of the formal requirements for a good proposal. She also provided sound advice for improving existing proposals.

Following lunch, there were more workshops:
1:15-3:00 P.M.

1) OIE Application Development
   Alice Ford - Crystal Ballroom
2) School Board Powers & Responsibilities
   Ken Peterson - Pompeiian Room
3) Program Management for Project Directors
   Rosemary Christiansen - Presidential Room
4) Needs Assessment (Kush Model)
   James Goodwin - Italian Room
5) Coordinating Available Resources
   Kathleen Hunter - Walnut Room

DUTIES AND RESPONSIBILITIES OF SCHOOL BOARDS-Wed. Sept. 14,77
Ken Peterson:

The School Boards depended on the office of Indian Education.

The biggest roles of the Board are: handing out money, applying for State Aid, disbursing Federal Funds, and Educational needs.

Indian Education is ambivalent because it has a unique relationship with the Federal Government. It was suggested that we obtain a copy of General School Laws from the State Board of Education, Legislative Service Bureau in Lansing.

The weaknesses of Title IV show when the Parent Committee and Board don't agree and then the childrens' needs suffer.

Indian Education Title IV Grants are entitled to School Boards but not required. When the Parent Committee wishes Title IV to continue and the Board refuses, the committee has the alternative to charge the Board with racism and discrimination. It is a must to notify the public and the Indian community; 3 days advance notice of regular meetings and 12 hours notice for special meetings is required. It is illegal to call a special meeting including, sub-committee meetings, without informing the general community.

PROGRAM MANAGEMENT FOR PROJECT DIRECTORS-Sept. 14,77
Rosemary Christianson:

According to Mrs Christianson, the primary duties of the project director are:
Managing audits, site visits, and public hearings, furthermore they must oversee the:

1) Census of the community
2) Needs assessment
3) Elections
4) Public hearings
5) Proposal writing
6) Grant performance reports
7) Budget revisions
8) Evaluation

COORDINATING RESOURCES-September 14, 1977
Kathleen Hunter

The goal of Title IV is to assure the program is responding to Indian Children. Title IV programs should be controlled by Indian People, for Indian Children and we should have a feeling of taking care of our own and the harmony of seeing and participating with our children. A good question to ask ourselves is "What do we as parents, want for our children, and are we meeting that need?"

The suggestion was made, that parents or grandparents of our students, come into the school and work on a one to one basis with the students needing remedial help. Not only would this benefit the students, but would also bring our community closer together.

Kathleen Hunter's session on coordinating available resources dealt with the variety of programs and resources available outside of Title IV. In particular, Ms. Hunter was able to provide a wealth of information on Title I funding and how it could be utilized to meet some of the basic educational needs of qualified Indian students.

Later in the afternoon, other Workshops were offered:

3:15-5:00 P.M.

1) Panel Discussion
   LEA Representatives - Crystal Ballroom
2) Standardized Testing
   Ryan Ashley - Pompeiian Room
3) Parent Committee Rights & Responsibilities
   Mary Hofbauer - Presidentail Room
4) Curriculum Development
   Paul Johnson - Italian Room
5) Programs for Gifted & Talented Students
   Jay Kanassateg & Tom Peacock - Walnut Room

PARENT COMMITTEE RIGHTS AND RESPONSIBILITIES-Sept. 14, 1977
Mary Hofbauer

It is the right of the Parent committee to write their Senators and Congressman urging the continuance of Title IV.

Mary also stated that other students from the district can attend classes but their expenses should come out of District funding, not Title IV. It may be up to the parent committee to decide where future funds for Title IV should come from, either State or Federal Funds. Our LEA should be in attendance at our parent committee meetings, so that he may be aware, firsthand, of what is happening in our Title IV program.

Mary also gave us a set of communication goals. These goals are:

1) Instruct, inform and share information
2) Achieve understanding
3) Consult with people and listen
4) Motivate and persuade others
5) Solve problems
6) Make decisions
7) Provide participation of people in our community
8) Develop teamwork, and
9) Develop a sense of group goals

CURRICULUM DEVELOPMENT, September 14, 1977
Paul Johnson

Paul Johnson spoke to the need for curriculum development, a method by which education's purpose is accomplished.

It develops a philosophy and goals which clearly speak to your particular needs.

Using the Structured Process Approach we develop:

1) A terminal concept to be mastered
    a) sequences of short lessons
    b) writing
    c) recognition
    d) pronunciation

Terminal concepts are built up out of sub-concepts.

In another Workshop, the presentation of standardized testing proved to be exceptional. Ryan Ashley discussed standardized tests in great detail before an interested audience.

He began by describing the first test devised by Binet to measure the "school readiness" of kids by how well they could complete a stick-man drawing. This test, or one similar to it, was later used to screen officer candidates for the United States Army during World War I. Apparently the test was a success, when it came into use, the rate of candidate failure was reduced from 50% to 10%.

A psychological test, Ashley said, provided information for evaluation and decision making. Decisions have to be made, and the more relevant the information, the better the decision will be. But we also need to know the quality of the test, and how far it can be trusted. Then, taking into account any flaws in the test, the decision then depends upon the wisdom of the person or persons responsible for making decisions.

Mr. Ashley said that there are four types of psychological tests: Achievement, Aptitude, I.Q., and Personality.

Achievement tests - test skills in a particular area after a period of training in that area.

Aptitude tests - are the best indicator of future accomplishments and they measure past and present ability.

I.Q. tests - measure academic aptitude and are really tests of how well one know the general culture.

Personality inventories - are clinical or research tools and are not very accurate or reliable.

Without describing Mr. Ashley's further comments in detail, he treated a number of other aspects of testing in an educational and entertaining manner. These issues included: criterion-keyed tests, standardized scores, test norms, test interpretation, overtesting, culture-fair tests, and he closed with a number of criticisms of standardized tests themselves.

These Workshops marked the end of scheduled activities on Wednesday. Thursday's activities went as follows:
8:30 - 12:00 Noon - General Session - Crystal Ballroom
- Panel Discussion
  Directors of Indian Education Sections -
  State Departments of Education
  William Bean, Iowa
  Lester Gemmill, Michigan
  Mildred Mueller, Minnesota
  Roger Philbrick, Wisconsin
  Tom Emanual, Moderator
9:45 AM - Rebecca Murray, Director
  Project Media, National Indian Education Ass'n
10:45 PM - Andres Lawson, Executive Director
  National Indian Education Association

12:00-1:15 P.M. LUNCH

There was, during lunch, an unusually scheduled presentation;
12:30-2:30 P.M. - Evaluation Standards - Marigold Linton
  Crystal Ballroom
  (Please note the early starting time for this workshop).

EVALUATION STANDARDS-Marigold Linton, Professor of Psychology, University of Utah, September 15, 1977.

The basic philosophy of Evaluation is to create the simplest outline or format that describes the Indian community's problems and finds out the effects they have on the children. The goals of the project should be formulated so that they can be evaluated. Marigold suggested that the following be looked for when evaluating language: a) how many words they know; b) how well are they able to converse; c) may want to predict, that children speaking the language are doing better in school; d) measure if child feels better about himself. It was also recommended that children be exposed to massive Indian Cultural Activities, then tested. An inventory of how many books are taken out from year to year, and how many supplies were used, and whether the students used Indian designs. If a goal doesn't have a specific measurement, rate it 0.

Dr. Linton's presentation was somewhat disappointing. Although she passed out a fine handout which outlined steps in conducting an evaluation, her presentation of the material was poorly planned.

She presented a large number of informational items without fully explaining herself.Her major points were these:

A. Concentrate on the effects the project will have on the children:
    1) attendance
    2) drop outs
    3) attitudes and feelings
    4) improved social behavior
    5) increased participation in school activities
    6) improved skills
    7) increased knowledge in
        a) history
        b) crafts
        c) lore
    8) more employment
    9) better liaison between Indians and community.

B. How are you going to measure this change?
    1) questionnaires
    2) interviews
    3) attendance
    4) number of graduates
    5) number of new participants
    6) records of dropouts and completions
    7) standardized and self-developed tests
    8) records of volunteers

C. Time of Testing

D. Description of population

E. Class of research
    1) differences in kids
    2) relationship between variables

3) adoption of priority system in evaluation
4) relation of evaluation to project activities

The remaining activities of the Conference went as follows:

1:15-3:00 P.M.

1) Curriculum Development
   Paul Johnson - Pompeiian Room
2) Program Management for Project Directors
   Rosemary Christiansen - Presidential Room
3) Coordinating Available Resources
   Kathleen Hunter - Italian Room
4) Programs for Gifted and Talented Students
   Jay Kanassatega & Tom Peacock - Walnut Room

3:15-5:00 P.M.

1) Needs Assessment (Kush Model)
   James Goodwin - Crystal Ballroom
2) Standardized Testing
   Ryan Ashley - Pompeiian Room
3) Parent Committee Rights & Responsibilities
   Mary Hofbauer - Presidential Room
4) Needs Assessment (ACIM)
   Liz Whiteman Runs Him - Italian Room
5) Proposal Writing
   Lois Olsen - Walnut Room

STANDARDIZED TESTING - Ryan Ashley - Thurs., Sept. 15, 1977

In standardized testing, 1) decisions have to be made, 2) the more relevant and accurate the information, the better the decision; 3) measures, instruments, & procedures provide an important set of tools for improvement information for decision making; 4) the user of any type of information needs to know what it signifies and how far it can be trusted; 5) facts and values involved in any decision are complex; and 6) the wisdom of the decider is crucial. Standardized testing can't make decisions. If used in a rational way they can be a valuable tool.

There are four types of Standardized Tests. Achievement, Aptitude, I.Q. and Personality Inventory. Mr. Ashley stated that the motivation of the child is very important in Standardized testing. He also stated that although Standardized Tests are precise measuring tools and a good indication of intelligence, they cannot make the final decision.

5:45-10:30 P.M. - Dinner & Pow-Wow
Hosted by the Oneida Reservation
Transportation will be provided by bus to the Oneida Reservation
Pick-up at Port Plaza Inn - 5:45 P.M.

Friday, September 16

8:30 AM - 12:00 PM - General Session - Crystal Ballroom
8:30 AM - Paul Platero, Board Member
National Advisory Council on Indian Education

9:00 AM - Demonstration Projects
Saginaw, Michigan
Red Lake, Minnesota
Milwaukee, Wisconsin
11:30 AM - Conference Evaluation
Closing Remarks

CLOSING - September 16, 1977

In closing, if we continue to call ourselves Native Americans, we could stand to lose a lot of money, because of people without Indian heritage, like Hawaiians, are claiming to be Native Americans. We should call ourselves, American Indians. People are trying to fight our culture, but our language remains intact.

In summary, I felt the Conference was very good and feel I've learned quite a bit in regard to Title IV and how grants can be better organized. I would like to thank the Parent Committee for allowing me the opportunity to attend this Conference.

Prepared by: Kathy McMillan with Mark Jurecki - 9/29/77

KM/MJ/sb

APPENDIX B

WORKSHOPS

INDIAN EDUCATION CENTER WORKSHOP

Tuesday, August 2, 1977

9:00 A.M.

SLIDES AND TAPE PRESENTATION

INTRODUCTION OF PERSONNEL

Stonehorse Goeman, Seneca: Games & Recreation and History, Customs, and Lore
Bonnie Chrapkiewicz, Oneida: Crafts
Patty White, Oneida: Crafts
Mary Hill: Community liaison person (transportation coordinator, etc.)
David DeLeary, Ojibway: Songs
Debbie Riley, Chippewa: Crafts
Cheryl Riley, Chippewa: Crafts
Glory Tacheenie, Navajo: Art (student of special Ed at U of M)
Mark Jurecki, Project evaluator
Dorothy Tufnell, Program Technician
Shirley Baumann, Sioux: Secretary

The workroom was re-organized for the workshop. Desks were changed around and there were numerous displays of crafts. Posters and key phrases in Ojibway were placed throughout the classroom. Prominently shown on the center board was a new approved map of American Indians.

Roz amended the scheduled activities for Tuesday morning to be moved to Wednesday P.M. Instead, Sally Ross will present materials on Tuesday afternoon, while Wednesday morning is scheduled as listed.

Indian Education Filmstrip presented information on Title IV (1972)

Indian Education Summary:

1) Policy failure
2) Negative attitude
3) Education failure

Causes of Policy Failure - Policy of forced assimilation:

1) Wrong and failed
2) Disorganized and destroyed communities
3) Ineffective bureaucracy
4) Waste of money

Misinformation of Public and Prejudice

School
- 1) a failure, a battleground
- 2) downgrade culture
- 3) blame it on students
- 4) fail to recognize the importance of community
- 5) conditions lead to failure by Indian kids

Cycle of Poverty - Causes

1) exploitation
2) intolerance

Members drafted Indian Education Act of 1972

Title IV 1) Cultural heritage
2) Self-determination
  a) Educate children
  b) Special programs and fellowships, monies to tribes (innovative).
  c) Educate Indian adults
  d) OIE and NACIE (National Advisory Council) under USOE of HEW. NACIE: monitors, work in Congress, recommend on deputy commissioner (local and national)
  e) Miscellaneous provisions, monies to Universities for individual teachers, monies to reservation schools, gives definition of Indian

Part A - Supplementary funds

Language, history and culture
"Entitlement funds" (Non-competitive)
To qualify, school must have at least 10 Indian children
At least 50% of total Indian

Parent Committee Procedures

School District must provide:

1) Storage space for documents
2) Translation of documents (where required)
3) Involvement of parent committee in needs assessment
4) Access to financial records
5) Planned activities for parent committee
6) Formal procedures for parent approval

We're concerned for Part A of Title IV. Roz distributed the priority sheet from the parent committee (reads off the list) and is queried about number of Treaties by Stonehorse Goeman.

To the question on the pre and post test, Ms. McCoy said that the same test is to be used.

Objective 3 - Does that mean providing raw materials? No, pick one object out from several similar ones

Objective 4 - Greater number of elementary students rather than secondary

Question:	What happens if we get lots of new kids entering?
Answer:	We'll keep them separate Coming-inservice in Ojibway language

Objective 5 - Students will learn games

Objective 6 - Student Aides

Objective 7 - Two workshops for secondary students. Analyze content of workshop

Objective 8 - Two field trips - records kept, etc.

Objective 9 - Three Guest speakers - receipts, etc.

Objective 10- Staff postings

Objective 11- Emergency medical

Objective 12- See list + summer sessions

Objective 13- Counseling by director & committee

Objective 14- See list

Objective 15- See list

Objective 16- See list

Question and Answer packets were distributed

Education of Indians by Indians- granted $25 million by the Federal government

Question: Is it reverse discrimination?
Answer: No, it's providing special services for a special group
Question: How do we certify our number of kids?
Answer: We follow the procedure as verified by Les Gimmel

Definition as Indian?
1) Member of tribe or band recognized or descendent (child or grandchild of at least ¼ Indian)
2) One considered an Indian for any purpose
3) Aleut or Eskimo

Any questions?

Parent Committee members will be in on Wednesday and Thursday

School District Representatives will be present Wednesday morning and Tuesday evening.

Pre-test review

Review of in-service materials

Student Aide Responsibilities:

1) Should know about prior plans of instructors
2) Aides assist in attendance taking
3) Preparation and set up of materials
4) Six hours for all preparation
5) Assist in clean-up and storage of materials after class - more organization needed
6) Plastic shoe boxes will be reserved for students
7) Crafts people must identify and store materials in proper areas.
8) Maintain order in class while learning and assisting in instruction
9) Maintain a healthy and helpful disposition and will automatically follow instructors orders
10) Will respect and get along with staff and will not cause scenes.
11) Will attend all classes unless otherwise excused by Mary Hill - must participate.
12) Use common sense to provide assistance in making this a successful program.

Assessing Your Needs as an Instructor:

1) Know your schedule, day to day, as posted on the bulletin board in the hallway
2) Check out all needed materials from Dorothy Tufnell
3) Check to see if you have other needed aids
4) Watch out for dangerous material; scissors, pencils, etc.
5) Prepare for following lessons
6) Share preparation with director

Roz says she's proud of the program and thinks that everything's super... without you, there wouln't be a project

1) When we're here, we carry on distracting conversations (reserve Monday & Friday for business) keep down the chatter, if possible. We only have one room, so we have problem with noise

Question: Anything planned for the last session?
Answer: New members may form sub-committees for workshops, speakers and other activities and they will get involved. Sub-committees for feast and for staff will also be formed.

Parents always come to the director and ask if they can help...teachers should ask these people to get involved in clean-up, for instance. Use their aid.

Very few people from the Parent Committee have been here....

Stonehorse Goeman-Set up survey

1) Could you be a useful resource for your kids? Quiz them on the pre-test. Find out if the parents reinforce what we're doing.

Mary Hill-Suggestions

1) When instructors are done, help out the other instructors.

Glory Tacheenie- Question: Does Grant pay for films?
Answer: Yes, it does

Dorothy will be taking down supply needs of instructors - tell her what you need

Sally Ross will be in here at 1 P.M.

AUGUST 2, 1977 TUESDAY P.M.

SALLY ROSS' SESSION:

Outline for Planning Activities:

Roz introduces Sally and introduces staff to Sally. Explains that the Workshop is for the staff and to improve communication between the project and the district. We need support and understanding for innovations in the future, district input and district representation. Roz outlined the schedule of proposed workshop activities and the reinforcement of Ojibway language. We need help assembling curriculum and in organizing lesson plans...

Sally Ross: How are you doing your lesson plans?

Stonehorse Goeman: Plans are made according to grade level. The smaller kids are put in a "period situation" where they must construct crafts using Indian technology. We use more sophisticated language but the same plan for the older kids. We have the smaller kids three hours per week, we focus on Mother Earth and on the reinforcement of sensitivity to all living things. We teach respect for life, and the total use of resources, when used. I got the idea from "Culture Capsules" and I teach the use of native crafts.

Sally Ross: Is there one activity per class?

Stonehorse Goeman: Yes, so they can all exchange their views and teach each other.

Sally Ross: Do you write it all down?

Stonehorse Goeman: Yes, I try. I am taking them through from the East coast to the West. Rather than a "quick salad", we're focusing on a few things, five things, that kids can remember. The differences between tribes are great.

Sally Ross: Has lesson planning changed?

Stonehorse Goeman: No, we had a good idea of where we were going. The hard thing is getting the kids to realize that it all goes together into a total life style.

Sally Ross: I wish I could introduce you to other groups so they can individualize their teaching methods.

Sally Ross: How about songs?

David DeLeary: We start at point zero and play it by ear. We try to get them to recognize rhythms and the songs that go along with the beats. We've had discussions of what drumming and songs mean. It's mostly recreational dancing. We stress repetition.

Sally Ross: How do you go about writing plans?

David DeLeary: We just figure out what we're going to do for the day, tell them what to do, explain, and get the aides to demonstrate.

Sally Ross: Do they catch on okay?

David DeLeary: Yes, they're getting pretty good, and the younger guys (5, 6, and up) are starting to sing. They just use the side of the drum for practice and are practicing at home. Straight dancing is taught and fancy dancing. Films and tapes are played to demonstrate the different styles.

Sally Ross: How about Crafts?

Debbie Riley: We plan on a day to day basis. Some kids get tired of planned activities and want a change. Then we plan other projects.

Cheryl Riley: We get together and make samples of what we're doing

Sally Ross: Looks like you're putting a lot of work into it. What kind of results do you want? We could set up a form, but that stifles creativity.

Roslynn McCoy: We could use a basic form, but some need a structure to help them to look ahead toward short term goals.

Sally Ross: You should get together and talk over goals, then write them down (maybe a meeting per week? weekly or monthly goals). You won't be chained to the goal. You might want to throw some of them out.

Glory Tacheenie: We do our planning with the kids. We let them say what they want to learn.

Stonehorse Goeman: That depends on how interested they are in the project. We talk about things so we can see how creative they are. We get into Customs and Lore so they get a working knowledge of the culture. It helps if they have a working knowledge. It helps if they have a working input.

Mary Hill: Do you have outlines for lesson plans - guidelines?

Sally Ross: I plan in units of three, one builds on another, so you can build on skills. Are you short on materials?

Mary Hill: No

Sally Ross: You should plan them by degree of difficulty, number them, and check off the tasks

Mary Hill: Some are too fast and some are too slow

Sally Ross: You can have the faster workers help the slower students. The names of the helpers can go up on the wall. Then other students are the first recourse of the slower ones. You can have groups of things instead of separate plans. Show them what is possible. Have you called newspapers? Call up Tom Yack, director of Project Metric. Westborn is always looking for displays and its fun for the kids. McDonald's gift certificates are also available as prizes

Stonehorse Goeman: "Human interest"?

Sally Ross: Ask for a series as well as one-shot articles. Ask staff people to come in and talk about what they do all day long. Ask them when they're available.

Roslynn McCoy: We're looking for more ideas

Sally Ross: Why not write activity cards for your curriculum component. Its a way of keeping things organized and is useful in developing displays. Decide who's viewpoint you're using for the activity (teacher's or student's)

Roslynn McCoy: Draw pictures of things you're doing. We need a system for developing a curriculum for Indian students and for others. We need to develop a curriculum to set the record straight.

Sally Ross: It works to get everybody pulling together and reinforcing lessons.

Stonehorse Goeman: The Red Schoolhouse corrects history and propagates true view of history. It is a survival school, for the survival of our culture. We've got one summer to reach these kids and they need more truth. We need something steady, we already have staff and steady population of kids.

Roslynn McCoy: The success of the kids will show the success of the program

Stonehorse Goeman: We want to clear up the villanous picture of Indians. Teachers will come in after confrontations with our students in class. We're not drawing parallels, but are presenting the truth. We want to work together and get history teachers to revamp all the history books. We need a complete re-education of teachers at that level. After the events of the late 60's, Alcatraz, and Wounded Knee, people realize that Indians can read and write and are capable of clearing up the picture and rectifying the mistakes of the past.

Roslynn McCoy: We teach what Westward movement meant to Native people. One of these days there has to be some retribution. We want teachers to teach it. We don't want a unit inserted into the curriculum like Black studies. Kids should get the full picture. Then the public will learn the truth. What if ideas are brought up and we get no support from the school district?

Sally Ross: What kind of change do you want?

Roslynn McCoy: We want to see the curriculum changed. Support has been exclusive to a number of people. I don't want my kid to go to school

Sally Ross: Is he going to kindergarten?

Roslynn McCoy: Yes

Sally Ross: There's no law requiring him to go.

Roslynn McCoy: His feelings will be hurt, knowing what he knows.

Glory Tacheenie: There's a school out west with an all Indian curriculum

Roslynn McCoy: Indian communities just have to get together.

Sally Ross: Project directors get frustrated beating the bushes for support

Stonehorse Goeman: Reads an excerpt from "This is Music"

Sally Ross: Won't you send a copy to Chuck Heard?

Stonehorse Goeman: Points out the fallacies of printed pictures and relates story of army orientation

Sally Ross: Did you know that Palm Springs is leased out by Indians?

Stonehorse Goeman: Syracuse too is founded on Indian land.

Sally Ross: If you could send me that book, I'll be happy to handle this problem

David DeLeary: Have you decided how you're going to do that?

Sally Ross: The National Endowment for the Humanities ended up writing their own books and these are available.

David DeLeary: Is there a master list of books?

Roslynn McCoy: I've got a list of books recommended by NACIE

Sally Ross: We've got some stuff from the National Action Group from Pontiac. I'll see if it's available

Debbie Riley: Please come back again

Sally Ross: Can do, I see a lot of creativity here, thank you very much.

Roslynn McCoy: I have to talk to you about a workshop in September, more formally structured.

Sally Ross: Maybe a pot luck, invite administrators, etc.

INDIAN EDUCATION CENTER WORKSHOP

Wednesday, August 3, 1977

9:30 A.M.

Ms. McCoy began the meeting at 9:30 with a filmstrip entitled: "West of the Shining Mountains" which treated the Woodlands, Southwest, Western and Pacific Indians and Eskimos.

The filmstrip showed Pueblo and Southwestern Indians in Taos, New Mexico; planting corn six inches below the arid soil's surface, sheep ranching, and baking Piki. It also showed the Basket Dance of the Santa Clara Hopi. The Navahoes were pictured as shepherds who migrated South from Canada five hundred years ago. Artifacts like Zuni jewelery and Navaho sand paintings were also seen. One of the frames explained how a sick girl was treated by tribal medicine men. Next came the Indian of the Northwest Coast. They were shown gathering shellfish, waterfowl, berries, salmon and venison. The film showed Colville Indians drying salmon on large racks. The Colvilles practiced head binding and are contemporaries with the Kwakiutt. Kwakiutt cedar totems, carved dugouts and Potlatch ceremonies were pictured, along with the stone carvings of the Haida. To the far North, there are the Eskimos whose culture developed 6,000 years ago. Their culture evolved special tools to be used at temperatures of 50 degrees below zero. These tools include the Umiak, a boat used for hunting seals and the Uloo, a crescent shaped knife and Baleen sleds.

Stonehorse Goeman: Rebuts the contention that Indian people came over from Asia. Buddish temples re-dated migration....there are no Buddist figures among Native American artifacts.

Roslynn McCoy: How about the language used? Was there anything wrong in the picture of Southwest Indians?

Glory Tacheenie: It was very limited in its picture of Indian life.

Roslynn McCoy: We've been evaluating filmstrips and correcting them as we go along. We've shown some terrible filmstrips and films to demonstrate inaccuracies.

Stonehorse Goeman: Films never explain why for instance, Apaches warred with Europeans. Their land was stolen, etc. Technology and tactics were different, ex: Indians counting coup instead of warring for wholesale slaughter. Kids absorb these things uncritically. They don't know about Geronimo's imprisonment for three years, or that he rode in the 1912 inauguration of Teddy Roosevelt, or that his family was raped and murdered by whites. He held out for 20 years.

Roslynn McCoy: Next filmstrip we have covers the Eastern Woodlands

Glory Tacheenie: On that last film, lots of times you see sand paintings, these shouldn't be shown according to Navaho religion. Anthropologists in the 50's drew pictures of the sand paintings, they argued to the elders that they had to be pictured to preserve the patterns; this convinced the elders. They said that the education of kids made them speak English and lose track of tradition. These sand paints are healing devices.

Roslynn McCoy: Introduces the filmstrip - The Eastern Woodlands. Pictured in this filmstrip were: The confrontation on San Salvador (Columbus), wildfowl, alligators and other rich foods, a drawing of a late 1500"s Powhattan Village which grew corn, beans and squash and had bountiful harvests, Indians using stalking horses and fishing. Among the Northeast Tribes, the Algonquin and Iroquois were pictured. These six tribes formed the Iroquois League, used wampum belts as records and lived in long houses under the leadership of female elders. They had the false face society of ritual medicine men. In the 1700's, the Iroquois warred with the French. DeChamplain allied with Algonquins against the Iroquois. During the Deerfield raid in 1704, 340 French and Indians attacked Colonial settlers. The Iroquois league was shattered with independence. Also pictured were Algonquin hunters and the Chippewa in Minnesota who harvested rice and collected wild plants. Among the Northeast tribes, the Sauk Chief, Blackhawk, rallied and fought in 1832 against encroachment by Europeans. The Southeast Indians, like the Chocktaw, Seminole, etc., ate hominy made from mashed corn. Hundreds of players played stickball. Among these Tribes, Sequoia developed writing for the Cherokees (New Echota), but gold was discovered in 1838 and their lands seized and they were driven to Oklahoma. Four thousand died. The film closed with pictures of Osceola of the Seminoles, and the fish dance line up for the stomp dance.

Roslynn McCoy: Morning geared for review of resources by staffs' filmstrip and books, etc.

Introductions: Mr. Higgins, Gary Saum, Mrs. Carol Sumner (Parent Committee) Mr and Mrs McCoy, Shirley Baumann, Dorothy Tufnell, Mary Hill, Stonehorse Goeman, Glory Tacheenie, Mark Jurecki, Cheryl Riley, Debbie Riley, Patty White, Bonnie Chrapkiewicz and David DeLeary.

Stonehorse Goeman gave an overview of what students are learning and how it fits together.

Stonehorse Goeman: First a comment on the film and the false faces. These masks are not to be shown. They are used for healing in secret societies. The leader of the society is a woman (keeper of the masks) derived from Gogonsci meaning the defender. In the story of the Creator vs Giant Mountain, Creator grants the mountain the power of healing. The masks themselves are carved from basswood trees - morning carvings are red, evenings are black. These photos are illegitimate and are a shallow presentation of spiritual power.

Here, we teach the games of the Woodland Indians. We start off in the morning with 15 minutes of exercise; stretching, and endurance building. We started with Shinny and worked up to LaCrosse. We let the kindergarteners try to pick up the ball instead of just flailing away. We need helmets and pads. The little ones just practice pitching and catching. Shinny is played with saplings and roots selected for their curvature. The ball is made of wrapped deerskin. The ancestor of football is La Crosse. The tactics were adopted from Indian tactics during 2 to 3 day games, village vs. village with large wagers made. Women would sometimes encourage players with flails and whips. It was a way of alleviating hostilities. But we have the problem of getting supplies and practice partners. We teach it as my people play. The Choctaw play with two smaller racquets and call their game the "little brother of war". Indians also played Hockey, but without the skates. We play Gahwahsahthe, snow-snake game with runners. The object of the game is to pitch the slide (runner) the farthest. There is also the Peachstone game, using the pit. Colored in halves, the color up determines who wins (gambling game). It is not taught here because it is too close to gambling. Shinny and LaCrosse are taught for use later in life.

What Stonehorse Goeman wants for the kids, is to go on a fieldtrip, not to go out to local woods, but to do it in the farmland. We would ask permission to harvest saplings that kids can use their own ingenuity to cut and bend into LaCrosse sticks using rawhide. This would give them a good working knowledge of skills and techniques. They will learn proper respect for materials, for the spirit of the tree and the spirit of animal in rawhide.

Two more things; ultimately, I hope to establish songs, crafts, etc., and teach them about the materials. Everytime I ask "How are you going to do this?", I hear "I'll go down to the hardware store". Instead, they should be shaping a stick slowly saturated in oil, with a long drying time. Then we'll teach the history of the game.

Roslynn McCoy: We passed out the pre-test of the survey. The first hour of our first class with students was devoted to a pre-test of the kids. We told them we wanted to get an idea of what they knew, what they didn't know, and not to worry about what they didn't because we would teach them. The same test will be used again at the end of the project year. The purpose of this workshop is for staff and invited parents, parent committee members and school personnel to share information on plans for our project and to meet each other. We would like to develop a working relation with the staff and complete communication lines.

Frank Higgins: Most of the directors I work with are from the system and Roz isn't. She has some problems with materials, purchasing problems. I am impressed by how you've stuck with it. It's going to take awhile. You have a strong feeling for having Indian people do things. We do have resources to help you. I grew up in an alien household. Its having the district involved. Its going slowly. We're going to Project Metric, now the country's not going metric. We'll have to make sure we communicate, its a great resource and I hope we can share it with the rest of the community. Blacks did it, so Black is Beautiful.

The Indians are doing it too. I get a special feeling in the Southwest with my Indian friends. But this is my busy time for curriculum. You should rely on Mr. Jurecki. If we can continue to get the grant, we can't pay Roz enough for what she does and evaluation is important. I'm excited when we look at what we've done. Very excited about the program.

Roslynn: Out of all Title IV programs, we've come a long way
F. Higgins: Gary will we working with you....he was an Eagle Scout.
S.Goeman: Who was an Eagle Scout? We'll have to re-educate him.

QUESTIONS:

Stonehorse Goeman: If we're going to work together, when can we inservice the people we're going to use from the district and senstitize people? Blacks have done this and even if the teacher isn't black, the materials are at least half-way accurate.
Frank Higgins: We get a lot of calls about the Indian Education Grant from inside the district and outside of the district.
Roslynn McCoy: We'll look at some more films and books, There are interesting filmstrips on the education of Indian kids as it relates to the tradition of two societies and parent involvement. Winona Sample.
Stonehorse Goeman: What is the color for the Chief of the Sauk & Fox?
Mr & Mrs McCoy: Green
Roslynn McCoy: We are recognized at the tribal gatherings and pow-wows by our green costumes and cars.
Mr & Mrs McCoy: Another Sauk & Fox can't wear green. The Green dancers come first.
Roslynn McCoy: What, no chiefs descendents are head dancers? In Sauk & Fox, chiefs descendents dance first and lead off all the dances.
Stonehorse Goeman: It keeps them in shape

Filmstrip: Moon-Basket (Kiddie picture)

Devil's claw plant is harvested by weaver and the strands are used in weaving with tanned Yucca strands. The story of the weaving is the story of the boy named Moon-Time, who is take to the edge of life and hears strange chirping at his feet and sees butterflies, starred flowers, turtles and snakes. He also meets his Katchinas on the path of life.

Stonehorse Goeman: Arizona's Highways Brochure shows fine examples of Indian baskets.

Filmstrip: The Spirit of the Earth

Voices of the American Indians are heard in many places, the city, suburbs and farms. These voices are connected by roads and wires in what was once the land of the Red man. Says Walking Buffalo: "Trees talk if you listen, I have learned a lot from trees."

The history of United States is a history of battles, battles between cultures. The history of Lakota (Sioux) is a history of true naturalists, their feelings grew. They removed their mocassins and walked on and felt the sacred earth. The soil was soothing and strengthening. The lack of respect for the land leads to lack of respect for people. The white man doesn't understand the American Indians. They don't understand the Spirit of the land. When we kill meat, we use it all up. We use only dead wood. Whites kill everything. The Spirit of the land hates them. The rocks say "Don't, you're hurting me". But everywhere the white man touches the earth, he hurts it. All living things are friends or enemies with power. Black Elk speaks of circles vs straight lines and hard edges. Circles and cycles related through "Touch the Earth" quotes.

Roslynn McCoy: We've been comparing and contrasting filmstrips to see if kids have seen anything like this.

Filmstrip - Strangers in the City

Relates the story of immigration and migration. It shows a construction worker living in the city. People migrate to the city for job opportunities. The cycle of settlement is shown.

August 3, 1977   Wednesday P.M.

Workshop began at 1:20 P.M. with rescheduling comments.

Filmstrip: The Indian Child (Series, the Minority Child)

Roslynn McCoy: "Between Two Worlds" - all of you are getting ideas on how to use these materials and we'll have a discussion following the listing of previously reviewed filmstrips.

Stonehorse Goeman: Comments on "Strangers in the City". There is no buffer between tribal society and city life. Indians in the city can't get jobs, they have no skills, and move toward depression and alcoholism. The cities disrupt the extended family. Conditions in the city are crowded and Indians have no recourse to welfare.

Mrs. McCoy: We need our start in education and we need education on reservations and in the city.

Stonehorse Goeman: High school education on the reservation is the equivalent of an 8th grade education off the reservation. We need to learn white tools to use them against the whites. We need an Indian education curriculum. I'm all for education. How many times have people signed away their rights, treaties, etc, especially law. I'm tired of whites representing me.

Roslynn McCoy: We need the tool of law to fight for our rights.

Stonehorse Goeman: American Indian, Puerto Rican, Black...are all lumped together. There is an over simplification of "the melting pot". People who do this, lack sensitivity. We've got to do something about this. We have to get into a school, like the Red School House.

Mr. McCoy: Why don't they teach white kids about the Indians instead of Bulgarians and such. They did it in Oklahoma, but when I came here, I had to fight because I was an Indian.

Stonehorse Goeman: If there are learning aids from the district, they're going to have to be taught here. We can read and write now, and they don't want to recognize it. Just in the hallway I met a couple of kids and they said, "Indian, Indian, show me some Indians"....we can't deal with that. We've got one little room. There are two ways of looking at it. Look at the number of blacks and how much influence they have, but there's no power for the Indian community.

Carol Sumner: Isn't there money in Title IX

Stonehorse Goeman: It would take too long. Maybe we'll buy a building later.

"With Pride to Progress: The Indian Child":

Indians are presented in cliches. Indians today do not wear buckskins, beads and feathers. They live in cities. There are three hundred tribes, whose members work in diverse jobs, and are concerned with their individual heritage and tradition. We must instill confidence and pride in our children, not have it so that if they didn't copy the white ways, they would be called failures. Our children are subjected to prejudice.

Our people face these problems in cities: housing discrimination, isolation from family, jobs, not enough time for kids, not enough medical attention. There are also problems with reservation schools as poor cultural backgrounds. There is not enough education or encouragement for education. Our children are caught in a vicious cycle. Children don't learn enough about their heritage. The materials in use are old and were written by non-Indians. We need to have them use objects from native crafts to decorate their homes. Without a past, there will be no future. Indian kids have to learn to live in two worlds.

"Traditional Values #3"

Traits and virtues vary among Indian tribes, but parents instill their values in children. Each child is an individual. Children should have a reverent admiration for their elders. Indian culture praise is not expressed verbally. Competition is purely for sport. Indian students do not rush answer questions, but learn for their own sake. They learn to share and give. They learn a deep and abiding love of beauty, both in nature and in art. Kids are taught crafts early and derive lessons from nature. City life with problems over concepts of time and schedules makes it necessary to teach Indian kids to value and appreciate time. They have a reluctance to express their feelings. They feel it is better not to respond rather than to appear foolish. They do not rush friendships or relations. They must listen to the voice of their father and respect and love mother earth and father sky.

Roslynn McCoy: Comments?
Mr. McCoy: It's good, the Indians are speaking for themselves.

"The Indian Child" - Child-rearing practives.

While children are important, children aren't the center of the Indian family. They must be surrounded by elder family members. Young children contribute to the communal family. Grandparents are teachers and healers. Aunts and Uncles are little fathers and mothers. Self-reliance is encouraged. Children are allowed to develop at their own pace. Kids are nursed longer and toilet training waits until the child is old enough to handle it. Indians use the cradle board. Kids develop a positive self-image; children learn about themselves by the way people respond to them. Parents must make a plan to help each child realize his full potential.

Rozlynn McCoy: Let's take a break from films by looking at books.

Glory Tacheenie: Here's a book, an Anglo-Navaho book, that gives examples of the Navaho and non-Navaho way of life (Culture Capsules).

Roslynn McCoy: We're relying on Glory for the formal evaluation of this book. The next book is the North American Indian Designs Coloring Book. It is excellent, with good designs. It is a well rounded book. Kids are used to seeing geometric shapes, but there are other designs and this book has them. Here also is the Children of Navaho Dance with narration and pictures for coloring.

We have records - modern and contemporary and we use them in art. They can be used in Song and Dance classes. We use modern Indian songs by modern Indian singers.

Stonehorse Goeman: These can be used in history classes.
Roslynn McCoy: They can be used anytime, even as background music: XIT, Floyd Westermsn (C&W) with good words, meaningful words..."Here come the anthros", and "They didn't listen". Redbone.

The book evaluations are coming soon. Stonehorse has been going through these books. We are requesting a sub-committee from the Parent Committee for this review. We have story books for little kids; as told by storytellers, for example, "A Little Boy Eats Too Much". We have fifty children's story books including Chief Joseph's Own Story. We can get books geared to grade levels.

Mr. McCoy: Do you have the story of Redsleeves? The United States government doesn't want people to hear about him.

Stonehorse Goeman: The same is true of Natchez, and Oceola. Oceola defeated the U.S. Army and the U.S. sued for peace twice. Then the government fought the Seminoles who fought to protect their adopted people (runaway slaves). Oceola was captured under a flag of truce and was then thrown into the guardhouse. Jim Thorpe, all his medals and awards won at the Olympics were taken from him and given to second placers and they refused to accept them. These books are great and only take about one half hour to read. Ojibway, William Garner has lots of information on history and clans, crane and loon clans, etc.

Roslynn McCoy: There is also Geronimo and Sequoyah.
Mr. McCoy: Redsleeves never lost a battle against whites. He was the greatest of the Apaches. The Oklahoma press wrote a book about him, but the government suppressed it.
Roslynn McCoy: Excerpt from Touch the Earth (distributes books). We also design beadwork from graph paper, using crafts ideas and designs, finger weaving, and silver work.

On October 1st, instructors will know what books we will buy for our students. We would like to have a treaties book. Now it's time for preparation of Ojibway presentation and individual presentations.

INDIAN EDUCATION CENTER WORKSHOP

THURSDAY, August 4, 1977

9:00 A.M.

Roslynn began with a discussion of the parent committee meeting of August 3, 1977. She then introduced new members of the Parent Committee. There are now 19 voting members. The parent committee has initiated sub-committees to work on specified tasks:

Field trips - Kathy McMillan, Chairperson
Speakers - Pat McIntryre, Chairperson
End of Year Feast - Laura Ellis, Chairperson
Book Evaluation - David McCoy, Jr, Chairperson

Roslynn then took suggestions from the floor and introduced student aides Cathy Pike, Mary Kay Tufnell and Dennis Tufnell. The idea is to reinforce the language by speaking it as much as possible. The staff is to limit its use of English whenever possible. There was a question on the words used for 'sister' and 'brother'....family vs general term of address and regional variation in pronunciation. Donald Waboose taught two words to younger kids, four words to older kids and then strung them together into phrases. We then went around the room reciting: waugnaeshkae mnikwaeyan? (what are you drinking?) Nbi - water, nbi mninkwae - I'm drinking water, Biedond - to bring, Aunish-ay-zhi-bmaud-ziyan - How are you living? Aunien - hello. Boosho - Greetings, Miegwaaej - thank you. On display: Mamua-mother, Ous-father, Nokomis-grandmother, Mishomis-grandfather, Noawae-sister, Niekaunis-brother, Jbnaug-kwae-na- did you cook? Wau-wan - egg, Nimosh-dog, N-Day- my dog, giewae-going home, ngiewae-I'm going home, aunien-hello, Niegwaej-thank you, nbiesh-water, ba-na-she-ug - birds, mgizi-eagle, mouz-moose, gnaeb-ig - snake, jidmou-squirrel, mauntaenis-sheep, Baeshgounzhie-horse, aenh-yes, Kau - no.

Roslynn then introduced the staff and parents: Larry Jones, Donald Waboose, Laura Ellis, Douglas McIntryre, Pat McIntyre, Kathy McMillan, Rosemarie Wright, Ruth Ann McGraw, Mary Hill, Cheryl Riley, Dorothy Tufnell, Mark Jurecki and Stonehorse Goeman.

Stonehorse Goeman:Why don't we start off with a song by David DeLeary and Donald Waboose.

Stonehorse Goeman: What are we teaching here? He introduces Steve Styers, his student aide. We're teaching 2 games with actual sticks, LaCrosse sticks and hockey sticks for Shinny. We're dealing with little time...2 hours a day. I let the kids practice as much as possible. They're developing skills and have not had any major injuries. The derivitive of the LaCrosse stick looks like a crozier (french) and is made using tightly wound deerskin strips. Much skill is involved in making these sticks. It takes lots of stamina and endurance to play LaCrosse. Just trying to catch the ball requires a lot os skill. Mr Goeman then demonstrated ball pickup and explained how he has the kids practicing passing and catching.

This prevents everybody from trying to be the star. Each person must pass the ball. We use 15 minutes of stretching and exercises to get them into the habit of exercising and getting used to it so they can play later. We're not stressing competition, but cooperation. Girls play as well as boys. Shinny is as rough as LaCrosse and has an unlimited amount of players with **body checks allowed**. Traditional games lasted 4 to 5 hours. Sometimes they played on ice. Football and hockey were derived from Shinny. There were many bets at high stakes on these games. Women used whips to prod men players on. The games were followed by ceremonies to promote inter-tribal solidarity. It was a way of letting off steam. Another game would be played by Singers who would insult each other until one Singer got mad...then he lost or they'd get into it on the field. Kids are learning the games, their purpose, rules and team tactics and are learning about materials.

History-People have the opinion that things have changed, that there are no stereotypes, etc. (because of the Blacks), but here's what kids are learning in the music books. The image is that Indians were attacking these "poor people" and showing no mercy. "How much has really changed?" We want to give them a true conception, not just: Europeans stole our land, but history, what did the Indians believe, and the history of why people came to Europe. Kids learn in school that Columbus discovered "Indians" Too many people just go along with this instead of questioning out of pride or curiosity. Indians are given the image of being stupid for selling Manhattan. (The Indians who sold it were just passing through). Kids learn that in our culture there is no such thing as selling. They learn about "Mother earth" and sky father and animals and brothers and sisters. They couldn't conceive of the selling of land. The words of treaties were not explained to people; they think that they were just agreements to live side by side with whites, to protect and care for the land. They couldn't understand the white love of possessions. Hunters gave of their kill first and then took the last portion and were thus honored and looked towards as Chiefs. Clans were set up to prevent the mixing of blood. Clan mothers own the tribes possessions and decide on whom should be chief. Indian men and women are equal. Women are respected. This is doing away with the stereotype. Who's strongest? When do men have children? Who has the power of life? Women take care of life and are strong. Treaty makers got men drunk to sign the Treaties so they could be someboyd. We're teaching traditional respect. I have traveled and lived with all kinds of Indians and all levels of government working both with and against it. We are powerful and clean and go with the Creator's ways. The truth destroys evil and so this program is vital. We don't try to teach hate. We teach children about their background. What other exposure do they get? T.V., radio, comics, newspapers full of stereotypes: drunken Indians, huge families, reservation bull. Charles M. Curtis, an Indian Vice President of the United States in the 30's tried to get money out of the trust fund of the BIA and was adjudged incompetent. The Cherokees fought in 1830. The Jackson ruling of the Trail of Tears into the Oklahoma Territory set this precedent. The Supremem Court ruling was that the Indian government was of limited duration and of limited compatibility and competence...ergo the BIA's stand.

In 1834 it moved to the Department of Interior (responsible for the exploitation of natural resources). It was paternal suffocation, we need to do away with little "white fathers", and the portrayal of Indians by non-Indians. I've got three hours a week vs all that time in front of the TV or movies. They're beginning to understand the balance and harmony of Indian culture. I have to compliment instructors on fine jobs they are doing. Two more things; I try to put kids in a "period situation". Then they've got a limited technology to do things, it challenges their ingenuity. They might wrap food in mud for "dutch oven". Through this they learn a working knowledge of techniques and of cultural values, and of the war between the cultures.

Filmstrip Spirit of the Earth

Stonehorse Goeman gives the story of the hospitality of the Powhattan Confederacy who saved the pilgrims at Plymouth Rock, Massachusetts by helping them to survive their first winter. In the war with Pequot (Prince Phillip), the Pilgrims believed it was their mission to Puritanize the Indians by capturing and massacuring 400 Indians. Cotton Mather gives his thanks for the quick and merciless victory over those who would oppress the "children of the righteous". He quartered Pequot and beheaded him. This is the origin of Thanksgiving. During the official commemoration of Thanksgiving, Tall Oak regularly tells the true history of Thanksgiving in front of the statue of Squantos near Plymouth Rock. History in the United States has been hypocrisy. In 1890 when Indians were sent to schools, they had their hair chopped off and were denied Indian clothes and Indian paraphenalia. People are still shipped off to BIA schools which downgrade their heritage and insult their parents. We do not feel anger, but the feeling that we should do something about it. Parents can reinforce these truths. The feeling I wish to communicate is that you have to help these attitudes. If we all know a small part of the song, then together we'll remember the whole song. Somethings got to be done about this. Somethings got to happen. We have to develop a history, not just just one little room. We're all still at the bottom, buring on the bottom of the "melting pot". Let's teach the children, so they can teach each other.

Roslynn McCoy: Thank you...our purpose today is to inform and show the limits of the program. School people were invited but not one of them attended today. Now let's listen to Donald Waboose on songs. Donald is Ojibway from Batchuana Bay, Ontario.

Donald Waboose- The drum is taught. The beat of the drum is the beat of thunder and lightning. Each song means a different thing. We are teaching four students and they're catching on; some of them are beginning to sing. The language is hard to learn, but the younger kids are doing very well. The older kids are not doing so well. The language is used in Northern and Eastern Ontario and Michigan among the Chippewa, Ojibway and other tribes. Accents are different, region to region and there are different dialects. Hap McCue and I pronounce things different. Now I'll sing you a song and explain later what it means. Let me ask Stonehorse and David DeLeary to sing a song with me. The song is "The Flag Song" used throughout Canada and United States for memorials, farewells, and at Pow-wows. It shows respect for a particular person. Some tribes don't have drums since the white society problems; drinking, drugs, welfare and reservations.

Some parents set a poor example for their kids. The kids don't understand themselves or their parents and there is a cycle of ignorance and poverty. We can stop it by talking to our people and explaining to them what "Indian" is...we are the owners of the Continent, not drunks and pushers. Some students are catching on rapidly. They sometimes get out of hand, so I get them to kneel, and they don't get out of hand. Most of the time that I've been teaching here, the kids have had it either very hard or sometimes very easy. It's the same with singing, its hard to teach these songs because they come from different tribes, maybe a round-dance from the Tuscarora, etc. Now I'll pass around a paper and ask you to write some words in Ojibway.

Roslynn McCoy: Now let's turn it over to Cheryl Riley in Crafts. There followed a description of craft projects on display.

WAYNE-WESTLAND COMMUNITY SCHOOLS
INDIAN EDUCATION PROGRAM
PRESENTS

"A MINI WORKSHOP ON INDIAN FOOD"

GUEST CONSULTANT

NAOMI MC COY SHOGNOSH, SAUK & FOX, SHAWNEE, OKLAHOMA

THURSDAY, AUGUST 25, 1977

HAMILTON ELEMENTARY SCHOOL
1031 SCHUMAN, WESTLAND, MICHIGAN

FOR FURTHER INFORMATION, CALL:
INDIAN CENTER 722-3962 - 3963

APPENDIX C

FIELD TRIPS

WAYNE-WESTLAND COMMUNITY SCHOOLS

INDIAN EDUCATION PROGRAM

722-3962,3963

Our last day of all regular scheduled summer classes is Thursday, August 25, 1977. Other activities are scheduled through September 1, 1977.

PLEASE NOTE THE FOLLOWING SCHEDULE OF INDIAN EDUCATION ACTIVITIES

Wednesday, August 24, 1977 - 7:30 P.M.

Guest Speaker: Carleen Pedrotti, Ojibway, Cape Croker, Ontario, Canada
Topic: "The Progression of the Indian Movement-Locally".

Thursday, August 25, 1977 - integrated into regular class schedule.

Guest Consultant: Naomi Shognosh, Sauk & Fox, Shawnee, Oklahoma
Topic: "Indian Foods - Mini Workshop".

Saturday, August 27, 1977 - 1 P.M.

END OF SUMMER FEAST: For students, parents and guests. a hot meal (including some Indian dishes) will be served by the project. Potluck in the way of salads and relishes will be welcomed. There will be planned activities before and after the meal.

Monday, August 29, 1977 Field Trip to the Walpole Island Reservation in Ontario, Canada. Our students will be given a bus tour of reservation lands which still maintains its' self-governing status through treaties with the Canadian government. It takes a ten minute ferry ride to reach the Island which is located directly across the St. Clair River from Algonac, Michigan, near Wallaceburg, Ontario. Lunch will be provided by the Walpole Senior citizens and served at the Senior Citizens Hall. We will be returning by way of Chatham, Ontario and Highway 401 to the Ambassador Bridge. Departure from Hamilton at 8 A.M. Return to Hamilton at 5 P.m. Students attending: 5th through 12 grade only.

Tuesday, August 30, 1977 Field Trip to Walpole Island Reservation in Ontario, Canada. Lunches provided by the Walpole Senior Citizens. Departure from Hamilton 8 A.M. Return to Hamilton 5 P.M. Students attending: Kindergarten through 4th grade only.

Wednesday, August 31, 1977

Tour of the Wayne-Westland Nature Center located next to Wilson Elementary School. Tour of the Center will serve to point out those natural surroundings significant to Indian life.

Morning: 8:15 to 12:15 Kindergarten through 4th grade only.

Tour is split into two groups of 25 each.
Group # 1 Departure - 8:30 A.M.
Return 10:15 A.M.
Group # 2 Departure - 10:30 A.M.
Return 12:15 A.M.

Please be at Hamilton to meet your child at 12 noon.

Afternoon: 12:45 to 4:45 P.M. 5th through 12th grade only.

Tour is split into two groups of 25 each.
Group # 1 Departure - 1:00 P.M.
Return 2:45 P.M.
Group # 2 Departure - 3:00 P.M.
Return 4:45 P.M.

Please be at Hamilton to meet your child at 4:30 P.M.

Wednesday, August 31, 1977 - 7:30 P.M.

Guest Speaker: Dean George, Oneida, from New York State.
Topic: "The Progression of the Indian Movement in Michigan".

Thursday, September 1, 1977

Trip to the Museum of Natural Science, Ann Arbor, Michigan. We will see the American Indian Exhibit: Clothing and Artifacts. This will be used as a tool to specifically point out Anthropologists' views VS Indian peoples' views. This trip is split in two groups A.M. and P.M.

Morning - Kindergarten through 4th grade only

Departure from Hamilton 9:00 A.M.
Return 12:00 Noon

Please be at Hamilton to meet your child.

Afternoon - 5th grade through 12th grade only.

Departure from Hamilton 1:00 P.M.
Return 4:00 P.M.

Please be at Hamilton to meet your child.

All transportation will be by school bus. Please have your children here on time to board buses.

Enclosed are permission slips and health forms. These must be returned to the Indian Education Center no later than Friday, August 26, 1977.

Wednesday, September 7, 1977 - 7:00 P.M.

Parent Committee Meeting. All parents and guests are welcome to attend. Board of Education, 3712 Williams Street, Wayne, Michigan in the Board Meeting Room. Please try to attend.

Saturday, September 17, 1977 - 9:00 A.M.

Saturday sessions of school begin.

If you have any questions call the Indian Education Center at 722-3962 or 722-3963. We are looking forward to your participation at all scheduled activities.

Sincerely,

Roslynn McCoy

Roslynn McCoy, Director
Title IV-Part A
Indian Education Program

RM/sb

PLEASE RETURN ALL FORMS PROMPTLY!!!!!!!!!

INDIAN EDUCATION PROGRAM
WAYNE-WESTLAND COMMUNITY SCHOOLS

My child ______________________ has my permission to go to
NAME

the Walpole Island Reservation, in Ontario, Canada on Monday, August 29, 1977. Transportation will be by school bus. We will be leaving the Indian Education center located at Hamilton School, 1051 Schuman at 8 A.M. and be returning to the Center at 5 P.M. Members of the staff and parents will be chaperoning. Please be at the Center to meet your child upon his/her return. Permission slips must be returned at the latest by FRIDAY, August 26, 1977.

______________________________ ______________
Signature: Parent or Guardian Date

Roslynn McCoy Aug. 18, 1977
Administrator Date

PLEASE NOTE:

Grades 5 through 12 will be going at this time only.
Please refer to enclosed school schedule

INDIAN EDUCATION PROGRAM
WAYNE-WESTLAND COMMUNITY SCHOOLS

My child ______________________________ has my permission to go to the
NAME
Wayne-Westland Nature Center located at Wilson Elementary School on Wednesday, August 31, 1977. Transportation will be by school bus. We will be leaving the Indian Education Center located at Hamilton School, 1031 Schuman, with one group of 25, at 1:00 P.M. and will return to the center at 2:45 P.M. We will be leaving with a second group of 25 at 3:00 P.M. and will return at 4:45 P.M. Members of the staff and parents will be chaperoning. Please be at the Indian Center at 4:30 P.M. to meet your child. Permission slips must be returned at the latest by, Friday, August 26, 1977.

______________________________ ______________________

Signature: Parent or Guardian Date

Roslynn McCoy Aug. 18, 1977

Administrator Date

PLEASE NOTE:

Grades 5 through 12 should be to school in the P.M. only.
Refer to enclosed school schedule.

INDIAN EDUCATION PROGRAM
WAYNE-WESTLAND COMMUNITY SCHOOLS

My child ______________________________ has my permission to go
NAME
to the Museum of Natural Science in Ann Arbor, Michigan on Thursday, September 1, 1977. Transportation will be by school bus. We will be leaving the Indian Education Center located at Hamilton School, 1031 Schuman at 1:00 P.M. and will return at 4:00 P.M. Members of the staff and parents will be chaperoning. Please be at the Indian Center to meet your child upon his/her return. Permission slips must be returned at the latest, by FRIDAY, August 26, 1977.

________________________________ ____________________
Signature: Parent or Guardian Date

Roslynn McCoy Aug. 18, 1977.
Administrator Date

PLEASE NOTE:

Grades 5 through 12 should be to school in the P.M. and will be going at this time only.

Refer to enclosed school schedule.

INDIAN EDUCATION PROGRAM
WAYNE-WESTLAND COMMUNITY SCHOOLS

My child ______________________________ has my permission to go
NAME
to the Museum of Natural Science in Ann Arbor, Michigan on Thursday, September 1, 1977. Transportation will be by school bus. We will be leaving the Indian Education Center located at Hamilton School, 1031 Schuman at 9:00 A.M. and will return at 12 noon.

Members of the staff and parents will be chaperoning. Please be at the Indian Center to meet your child upon his/her return. Permission slips must be returned at the latest, by FRIDAY, August 26, 1977.

________________________________ ____________________
Signature: Parent or Guardian Date

Roslynn McCoy Aug. 18, 1977.
Administrator Date

PLEASE NOTE:

Grades K through 4 should be to school in the A.M. and will be going at this time only.

Refer to enclosed school schedule.

INDIAN EDUCATION PROGRAM
WAYNE-WESTLAND COMMUNITY SCHOOLS

My child ______________________ has my permission to go to the
NAME
Wayne-Westland Nature Center located at Wilson Elementary School, on Wednesday, August 31, 1977. Transportation will be by school bus. We will be leaving the Indian Education Center located at Hamilton School, 1031 Schuman at 8:30 A.M. and will be returning to the Center at 10:15 A.M. We will be leaving with a second group of 25 at 10:30 A.M. and will return at 12:15 P.M. Members of the staff and parents will be chaperoning. Please be at the Indian Center at noon to meet your child. Permission slips must be returned at the latest by FRIDAY, August 26, 1977.

______________________ ______________
Signature: Parent or Guardian Date

Roslynn McCoy Aug. 18, 1977
Administrator Date

PLEASE NOTE:

Grades K through 4 should be to school in the A.M. only.
Refer to enclosed school schedule.

INDIAN EDUCATION PROGRAM
WAYNE-WESTLAND COMMUNITY SCHOOLS

My child ______________________ has my permission to go to
NAME

the Walpole Island Reservation, in Ontario, Canada on Tuesday, August 30, 1977. Transportation will be by school bus. We will be leaving the Indian Education center located at Hamilton School, 1031 Schuman at 8 A.M. and be returning to the Center at 5 P.M. Members of the staff and parents will be chaperoning. Please be at the Center to meet your child upon his/her return. Permission slips must be returned at the latest by FRIDAY, August 26, 1977.

______________________ Signature: Parent or Guardian

______________________ Date

Roslyn McCoy
Administrator

Aug. 18, 1977
Date

PLEASE NOTE:

Grades K through 4 will be going at this time only.
Please refer to enclosed school schedule

APPENDIX D

GUEST SPEAKERS

GUEST SPEAKERS

September 14, 1976

Dr. E. J. McClendon spoke on Indian life in the past and present and on the Indian value system.

November 4, 1976

Dean George spoke on Title IV in Detroit and the way to set up recount

November 17, 1976

Dean George spoke about the count and certification of students responsibilities of Parent Committee members

WAYNE-WESTLAND COMMUNITY SCHOOLS

INDIAN EDUCATION PROGRAM

PRESENTS

"REAFFIRMING OUR INDIAN HERITAGE THROUGH LANGUAGE"

GUEST SPEAKER

HAP McCUE, OJIBWAY, CURVE LAKE RESERVATION, ONTARIO, CANADA

- Wayne-Westland Community Schools Indian Education Program
- Ojibway Language Instructor of Indian Studies, University of Michigan
- Past member of American Indians Unlimited Ann Arbor, Michigan
- Parent Committee Chairperson - Native American Cultural School, Ann Arbor, Michigan
- Active in other areas of public services serving the Indian Community

THURSDAY, SEPTEMBER 29, 1977   8:00 P.M.

HAMILTON ELEMENTARY SCHOOL

1031 Schuman, Westland, Michigan

For Further Information: Call:
Indian Education 722-3962 or 722-3963

WAYNE-WESTLAND COMMUNITY SCHOOLS

INDIAN EDUCATION PROGRAM

PRESENTS

"INDIAN EDUCATION - BEYOND HIGH SCHOOL"

GUEST SPEAKER

DOROTHY GOEMAN, MOHAWK - OJIBWAY

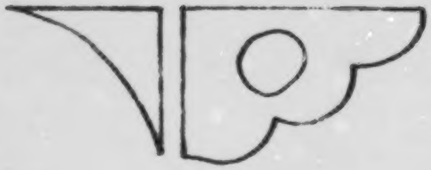
- * American Indian Advocate-
  University of Michigan
- * Former Manpower Coordinator-
  Detroit American Indian Center
- * Former Ceta Coordinator-
  Women of American Native Tribes WANT
  Ann Arbor, Michigan
- * Former Staff member of Minority Businesses-
  St. Paul, Minnesota

THURSDAY, SEPTEMBER 29, 1977 7:30 P.M.

HAMILTON ELEMENTARY SCHOOL

1031 Schuman, Westland, Michigan

For Further Information: Call:
Indian Education 722-3962 or 722-3963



AMERICAN INDIAN EDUCATION
WAYNE-WESTLAND COMMUNITY SCHOOLS -- HAMILTON ELEMENTARY SCHOOL
1031 S. SCHUMAN, WESTLAND, MICHIGAN 48185 (313) 722-3962 - 722-3963
Title IV—Part A

Frank Higgins, Assistant
Superintendent for Curriculum
Roslynn McCoy, Director
Rodney Deyo, Chairperson
Parent Committee
Dr. James Doyle, LEA Liaison

August 19, 1977

Dear Parents and Students:

On Wednesday, August 24, 1977 at 7:30 P.M., our Project will host our first guest speaker, Ms. Carleen Pedrotti. Carleen will be speaking on "The Progression of the Indian Movement - Locally." We are very honored in introducing Carleen to you.

She is Ojibway from the Cape Croker Reserve in Ontario, Canada, and has long been a resident of Detroit. Carleen is a past president of Associated Indians of Detroit; former State Coordinator of the American Indian Movement; first Vice President of the Native American Child Protection Council; former counselor at the Detroit Indian Center; currently is employed as an American Indian Representative in the Human Rights Department, City of Detroit, and will be a delegate representing Indian women to the upcoming International Womens' Year Conference in Dallas, Texas.

I strongly urge you to plan to attend as you will find out what Indian people have done and will continue to do in the Detroit area.

We hope you will be present to greet this most eloquent speaker. If you have any questions, call us at 722-3962 or 722-3963.

Sincerely,
Roslynn McCoy
Roslynn McCoy, Director
Title IV-Part A
Indian Education Program

RM/sb

Knowledge Tradition Culture Heritage

WAYNE-WESTLAND COMMUNITY SCHOOLS
INDIAN EDUCATION PROGRAM
PRESENTS

"THE PROGRESSION OF THE INDIAN MOVEMENT - LOCALLY"

GUEST SPEAKER

CARLEEN PEDROTTI, OJIBWAY, CAPE CROKER, ONTARIO, CANADA

WEDNESDAY, AUGUST 24, 1977 - 7:30 P.M.

HAMILTON ELEMENTARY SCHOOL
1031 SCHUMAN, WESTLAND, MICHIGAN

FOR FURTHER INFORMATION, CALL:
INDIAN CENTER 722-3962 - 3963

AMERICAN INDIAN EDUCATION
WAYNE-WESTLAND COMMUNITY SCHOOLS – HAMILTON ELEMENTARY SCHOOL
1031 S. SCHUMAN, WESTLAND, MICHIGAN 48185 (313) 722-3962 - 722-3963

Title IV—Part A

Frank Higgins, Assistant
Superintendent for Curriculum
Roslynn McCoy, Director
Rodney Deyo, Chairperson
Parent Committee
Dr. James Doyle, LEA Liaison

August 25, 1977

Dear Friends:

On Wednesday, August 31, 1977 at 7:30 P.M., our Project will host a guest speaker, Mr. Dean George. Dean will be speaking on "The Progression of the Indian Movement in Michigan. We are honored in introducing Dean to you.

He is Oneida from New York State, and has long been a resident of Detroit. Dean is a past Vice President of the North American Indian Association of Detroit; past President of NAIA; was appointed in 1972 by Governor Milliken to serve on the Michigan Commission on Indian Affairs; has served on a five member ad hoc committee to reorganize the original Michigan Commission on Indian Affairs; past Director of the Detroit Indian Center; in 1974 helped organize the Michigan Indian Legal Services; currently serves as President of the Board of Directors of the Michigan Indian Legal Services; Parent Committee Chairperson for Title IV-Part A, Indian Education, Detroit Public Schools; has been active in various levels in the community; and received his high school diploma in 1975.

I strongly urge you to plan to attend, as you will find out what Indian people have done and will continue to do in this state.

We hope you will be present, at Hamilton School, to greet this most distinguished speaker.

If you have any questions, call us at 722-3962 or 722-3963.

Sincerely,

Roslynn McCoy

Roslynn McCoy, Director
Title IV-Part A
Indian Education Program

RM/sb

Knowledge Tradition Culture Heritage

WAYNE-WESTLAND COMMUNITY SCHOOLS

INDIAN EDUCATION PROGRAM

PRESENTS

"THE PROGRESSION OF THE INDIAN MOVEMENT IN MICHIGAN"

GUEST SPEAKER

DEAN GEORGE, ONEIDA, FROM NEW YORK STATE

WEDNESDAY, AUGUST 31, 1977 - 7:30 P.M.

HAMILTON ELEMENTARY SCHOOL

1031 SCHUMAN, WESTLAND, MICHIGAN

FOR FURTHER INFORMATION, CALL:

INDIAN CENTER 722-3962 - 3963

APPENDIX E

CORRESPONDENCE & DOCUMENTATION

March 8, 1977

Ms. Anita Adams
1226 Rahn
Westland, Michigan 48185

Dear Anita:

I was delighted to hear of your genuine interest in our Indian Education Program, which will begin in a few weeks. It will be Saturday schooling at Hamilton Elementary School. During the summer months, classes will be expanded to include midweek sessions also.

We have a presentation on Monday, March 28th in the evening, at Wayne Memorial High School Auditorium for interested parents and students of Indian heritage, so you will have an opportunity to meet the Native American Technicians who will be teaching in our program.

Registration for classes is tentatively set for the first Saturday in April at the Hamilton School, room #25 throughout the day.

Thank you, also Anita, for informing us that there are other Native American students in High School who are anxiously waiting for our program to go into effect. With the participation of interested students, such as yourself, along with the best Indian Technicians available, we are looking forward to a super program.

It will be a pleasure to meet you personally.

Sincerely,

Roslynn McCoy - Director
Title IV - Part A
Indian Education Program

RM/sb

Wayne-Westland Community Schools

3712 Williams Street • Wayne, Michigan 48184 • 313-722-1500

HOME
SCHOOL
COMMUNITY

BOARD OF EDUCATION OFFICES

DR. TIMOTHY J. DYER,
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WILLIAM WHITE, TREASURER
AGNES GREENE, TRUSTEE
VINCENT J. PETITPREN, TRUSTEE
FREDERICK WARMBIER, TRUSTEE

March 15, 1977

Dear Parents and Students of Title IV - Part A Indian Education Program:

On Monday, March 28th at 7:30 p.m. at Wayne Memorial High School Auditorium, the Wayne-Westland Community Schools Indian Education Project Staff will present "An American Indian Cultural Experience". Our presentation to you and your children will include a preview of our program objectives and activities, plus an introduction of our project staff and the Title IV - Part A Indian Education Parent Committee.

"An American Indian Cultural Experience" will present traditional songs and dances, arts and crafts displays, traditional Indian games and an introduction to the Ojibway (Chippewa) language. Title IV - Part A Indian Education will also meet other educational needs of your children.

On Saturday, April 2nd, registration will be held at Hamilton Elementary School, 1031 S. Schuman, on the corner of Avondale and S. Schuman between Wayne and Venoy Road; through the hours of 9 a.m. to 12 noon and 1 p.m. to 4 p.m. for the purpose of confirming student participation. We strongly encourage you to register your children as we have no other means of knowing how many certified students we will be serving.

If you have any questions, please call 722-1500, extension 321 at any time Monday through Friday. We are looking forward to meeting you and your children.

Sincerely,

Roslynn McCoy

Roslynn McCoy, Director
Title IV - Part A
Indian Education Program

RM/sb

cc Mr. Higgins
Sally Ross
Dr. Doyle

Wayne-Westland Community Schools
Title IV Part A
Indian Education Program
3712 Williams Street
Wayne, Michigan 48184
722-1500 Ext 321

Mr. Cary Severt-Acting Office Manager
Detroit American Indian Center
360 John R.
Detroit, Michigan 48226
February 11, 1977

Dear Cary,

Title IV Part A of the Indian Education Program in Wayne-Westland is currently coordinating our in-service seminars of school district personnel. Our in-service program will explain Title IV Part A and give information on our American Indian people past, present and future. To enhance our presentations I have also included a cultural component. Would it be at all possible for you to loan us parts of the slide presentation prepared for the Detroit Indian Center, on our people by Sister Martinez and Mr. Vic Nahmabin?

These materials are needed before February 28, 1977 and will be needed for approximately one month, provided The Detroit Indian Center will not need them before that projected time.

Great care will be given, and many thanks will be in order.

Megwetch
Roslynn McCoy
Roslynn McCoy
Title IV Part A
Project Director

RM/sb

DETROIT AMERICAN INDIAN CENTER
NORTH AMERICAN INDIAN ASSOCIATION OF DETROIT, INC

360 JOHN R
DETROIT, MICHIGAN 48226
1-31 963-1710

May 2, 1977

The Detroit American Indian Center agrees to provide services for the American Indian Education Title V - Part A, (Hamilton Elementary School, 1031 S. Schuman, Westland, Michigan 48185.)

The Art Instructor, Neva Coriz, will be thereby contracted on a basis of $7.00 per hour, beginning on May 3rd through to May 5th, 1977. Total cost for services rendered not to exceed sixty dollars a day.

Hank Bonga
Director
Detroit American
Indian Center

Roslynn McCoy
Roslynn McCoy, Director
Title IV Part A
Indian Education

AMERICAN INDIAN EDUCATION

WAYNE - WESTLAND COMMUNITY SCHOOLS - HAMILTON ELEMENTARY SCHOOL
1031 S. SCHUMAN, WESTLAND, MICHIGAN 48185 (313) 722-3962 - 722-3963

Title IV—Part A

Frank Higgins, Assistant
Superintendent for Curriculum
Roslynn McCoy, Director
Rodney [illegible], Chairperson
Parent Committee
Dr. James Doyle, [illegible]

April 26, 1977

Mr. Cary Severt, Office Manager
Detroit Indian Center
360 John R.
Detroit, Michigan 48226

Dear Cary:

This is in reference to our telephone conversation on April 25th regarding contracted services from DIC for Neva Coriz. As you know Neva is an Art Instructor in our program, but additional services besides her instructional services are needed. Time does not allow for these additional services during our regular scheduled class periods. Therefore, contracted services from DIC for Neva during your working hours would be greatly appreciated.

Depending upon your schedule, is it possible to contract Neva for May 3, 4, and 5? Please contact me so we may discuss the amount of the contract. I am looking forward to any services you may be able to provide in this way.

Sincerely,

Roslynn McCoy

Roslynn McCoy, Director
Title IV Part A
Indian Education

RM/sb
cc/ Neva Coriz

Knowledge Tradition Culture Heritage

AMERICAN INDIAN EDUCATION

WAYNE-WESTLAND COMMUNITY SCHOOLS — HAMILTON ELEMENTARY SCHOOL
1031 S. SCHUMAN, WESTLAND, MICHIGAN 48185 (313) 722-3962 - 722-3963

Title IV—Part A

Frank Higgins, Assistant
Superintendent for Curriculum
Roslynn McCoy, Director
Rodney Deyo, Chairperson
Parent Committee
Dr. James Doyle, LEA Liason

TO: ALL SCHOOL CONSULTANTS

FROM: Roslynn McCoy, Director, Title IV-Part A, Indian Education R. McCoy

RE: Needed Academic Information

DATE: May 11, 1977

Our Indian Education project is in dire need of your assistance. Included in our program goals and objectives is a remedial reading and math component. In order to best provide these services to all eligible students within the district, it is necessary to obtain:

1. Reading and math levels of each student
2. Reading and math deficiencies and or need

I realize that this may be a time consuming task, but I also am aware that you may best provide us with this information. Is it possible to receive this data from you by Monday, May 23rd? Your assistance will be greatly appreciated. Enclosed is a list of all eligible Title IV-Part A Indian Education students now attending your school.

Please send to: Roz McCoy, Indian Education, Hamilton Elementary School, room #25. If you have any questions, please call me at 722-3962 or 722-3963.

RM/sb
cc: Mr. Higgins
Sally Ross
Dr. Doyle

AMERICAN INDIAN EDUCATION
WAYNE-WESTLAND COMMUNITY SCHOOLS -- HAMILTON ELEMENTARY SCHOOL
1031 S. SCHUMAN, WESTLAND, MICHIGAN 48185 (313) 722-3962 - 722-3963
Title IV—Part A

Frank Higgins, Assistant
Superintendent for Curriculum
Roslynn McCoy, Director
Rodney Deyo, Chairperson
Parent Committee
Dr. James Doyle, LEA Liason

May 20, 1977

Dear Parents of Students in Indian Education:

We in Indian Education wish to welcome your family into this very special program. We hope your children find their experience in Indian Education as special as we find them.

From time to time you will be notified of activities outside of our regular schedule, such as field trips, guest speakers, family potlucks, and workshops for both students and parents.

At various times we will need parent aid, not only in the classroom, but also for the above mentioned activities. If you are able to help us in any way, or have questions, please call us at 722-3962 or 722-3963.

PLEASE NOTE:

Classes will not be held Saturday, May 28th, because of the Memorial Day Weekend. They will resume Saturday, June 4th.

We hope to see your children then.

Sincerely,

Roslynn McCoy

Roslynn McCoy, Director
Title IV-Part A
Indian Education

RM/sb

Knowledge Tradition Culture Heritage

AMERICAN INDIAN EDUCATION

WAYNE-WESTLAND COMMUNITY SCHOOLS – HAMILTON ELEMENTARY SCHOOL
1031 S. SCHUMAN, WESTLAND, MICHIGAN 48185 (313) 722-3962 - 722-3963

Title IV—Part A

Frank Higgins, Assistant
Superintendent for Curriculum
Roslynn McCoy, Director
Rodney Deyo, Chairperson
Parent Committee
Dr. James Doyle, LEA Liaison

April 29, 1977

Dear Parents and Students of Title IV-Part A Indian Education

On Saturday, May 7, 1977, the Wayne-Westland Community Schools Title IV-Part A, Indian Education Program will begin for all students of American Indian descent, who have applications on file. Indian Education is a supplemental program intended to serve students of Indian heritage beyond the students' regular school schedule.

Your children will have the opportunity to learn a basic and true account of Indian history, treaties, customs, lore and contemporary issues; traditional songs and dances; Indian art and crafts; Indian games and recreation; and the Ojibway language. There will be guest speakers in the areas of Indian culture, music, art and history. Work shops and field trips will be planned for all students. Counseling will be available to all participating. Remedial academic assistance in reading and math will be provided. Existing public school books will be reviewed and recommendations for book adoptions will be made. Students who participate will have a deeper appreciation of their cultural heritage. An Indian Educational and Cultural Saturday School will be instituted during the regular school year, and there will be a three day week summer school at the end of the regular school year.

Instructions will be presented by an all Indian Project staff. They are;

Hap McCue, Ojibway from Curve Lake Reservation, Ontario, Canada
Bonnie Appleton, Oneida from the Oneida Indian Settlement, Ontario, Canada
Neva Coriz, Keresan from Santo Domingo, New Mexico
Stonehorse Goeman, Seneca from the State of New York
Darlene Chippewa, Ottawa from the Peshabestown Indian Settlement in Michigan
Steve Appleton, Oneida from the Oneda Indian Settlement, Ontario, Canada
Franklin Shipman, Potawatomi from the Walpole Island Reservation in Ontario, Canada
Nancy Marie Neal, Cherokee from Oquala, North Carolina

Knowledge Tradition Culture Heritage

All activities pertaining to this program will be housed at Hamilton Elementary School. Please take notice of the following schedule.

Grade levels Kindergarten - 12th are divided into two groups. They are as follows:

1. *Elementary grades K - 6 morning sessions*
   9:00 a.m. - 12 noon
2. *Secondary grades 7 - 12 afternoon sessions*
   1:00 p.m. - 4 P.M.

Program starts May 7, 1977 - Schedule (your children are assigned to the following)

MORNING *9:00 A.M.*
Grades 4,5, & 6 - Multi-purpose room

Grades 2 & 3 - Instructional materials room

Grades K & 1 - Indian Education Center, room 25

12:00 Noon - all elementary students dismissed

AFTERNOON *1:00 P.M.*

Grades 11 & 12 - Multi-purpose room

Grades 9 & 10 - Instructional materials room

Grades 7 & 8 - Indian Education Center,Room 25

4:00 P.M. - All secondary students dismissed

To enter the building, please take the sidewalk from the front of the building all the way to the back entrace. The classroom on the end is the Indian Education Center, room 25. Signs will be posted at the entrances of the building and also inside to direct you and your children to their assigned room. We would greatly appreciate you notifying us prior to May 7th if for any reason your children are not able to attend. If transportation is an extreme problem, please call us and arrangements will be made.

This program is unique in that no tests are required and no grades kept. Our approach to learning is in a relaxed and casual atmosphere. Parents are welcome to sit in during learning sessions.

I and my staff are looking forward to meeting you and your children. If you have any questions, please give us a call. Enclosed are questions and answers pertaining to the Indian Education Act of 1972.

Knowledge through cultural understanding clears the path to brotherhood, honor, tradition and heritage from the past, present and never ending future. So were the ways of our first forefathers of this land.

Sincerely,
Roslynn McCoy
Roslynn McCoy, Director
Title IV-Part A
Indian Education Program

RM/sb

QUESTIONS AND ANSWERS

1. Question: What is the intent of Title IV - Part A Indian Education Act of 1972?

   Title IV - Part A of Public Law 92-318 (The Indian Education Act) is an amendment to Public Law 874 (Impact Aid) and is intended to "provide financial assistance to local educational agencies" for the development and implementation of supplementary educational programs designed to meet the special educational needs of Indian students.

2. Question: Is Title IV - Part A in violation of the Civil Rights Act of 1964?

   The Indian Education Act was designed by Congress as a special needs program. This Act is not designed to deny services to any group of people but rather to provide assistance to a specific group of people based on their special educational needs. To serve people who do not have these special needs would be in violation of the Congressional intent of the legislation. For example, to use education funds targetted for the handicapped for the entire body would not be in keeping with the intent of the program. Similarly, Title IV money which is not used for the special educational needs of Indian children would be misused.

   Additionally, the "Explanation of HEW Form 441" states "It does not however, include distinctions on the ground of race color or national origin determined by the responsible Department official to be necessary to the conduct of research or experimental programs having as their primary objective the discovery of new knowledge concerning special characteristics of particular racial or other ethnic groups."

   For these two reasons, Title IV - Part A does not violate the Civil Rights Act of 1964.

3. Question: Are Indian students receiving Title IV assistance ineligible for assistance under Title I of the Elementary and Secondary Education Act of 1965?

   No. The receipt of Title IV funds does not make an Indian student ineligible for assistance under Title I. Title I is a more comprehensive program, including all children of low income areas. This would include Indian children, where appropriate. Title IV on the other hand, is designed to meet the special educational needs of Indian children. A student can therefore receive Title I and Title IV assistance, simultaneously.

4. **Question:** What is Title IV's definition of Indian?

Individuals of Indian descent are defined as follows: (a) a person who is a member of a tribe, band or other organized group of Indians, including those tribes, bands or groups terminated since 1940 and those recognized now or in the future by the State in which they reside, or (b) a person who has a parent(s) or grandparent(s) who is such a member(s) of a tribe; or (c) a person who is considered by the Secretary of the Interior to be of Indian descent for any purpose; or (d) is an Eskimo or Aleut or other Alaskan Native. As the MINIMUM requirement for eligibility, the student must have at least one (1) grandparent who is a tribal member as defined above.

5. **Question:** What provisions are made for parental and/or community involvement under Title IV - Part A?

An application for a Part A grant can be approved only if the application has been developed with the full participation and approval of the Indian community and the Parent Committee. This involvement includes open public hearings as well as participation in the design and implementation of the Title IV program. Secondly, each application must establish some procedures to assure the participation of the Parent Committee and Indian community once the proposal has been approved, as well as a role in the evaluation of the program. These requirements must be documented in all Title IV-Part A applications.

6. Question: What are the functions of the Parent Committee?

The Parent Committee must be involved in the overall operation of the Title IV - Part A program. This includes the assessment of the needs, the designing and implementation of the program, and the evaluation of the program.

7. Question: Who qualifies as a parent of an Indian child?

In addition to the natural parents of Indian children, non Indians who have legally adopted Indian children and other legal guardians of Indian children may serve as parents on the Parent Committee.

8. Question: Who may attend Parent Committee meetings?

All interested members of the community may attend committee meetings and participate in the discussion of the Title IV program. However, when matters are voted upon, only the Parent Committee may vote on the issues.

AMERICAN INDIAN EDUCATION

WAYNE-WESTLAND COMMUNITY SCHOOLS -- HAMILTON ELEMENTARY SCHOOL
1031 S. SCHUMAN, WESTLAND, MICHIGAN 48185 (313) 722-3962 - 722-3963

Title IV—Part A

Frank Higgins, Assistant
Superintendent for Curriculum
Roslynn McCoy, Director
Rodney Deyo, Chairperson
Parent Committee
Dr. James Doyle, LEA Liaison

May 24, 1977

Mrs. Alice Ford
Education Program Specialist
USOE Office of Indian Education
FOB-6 Room 2167 (Part A)
400 Maryland Ave. S.W.
Washington, D.C. 20202

Dear Mrs. Ford:

We are requesting an extension of our 1976-77 Title IV-Part A Indian Education project beyond June 30, 1977 to continue through September 30, 1977.

As you know, Mr. Lloyd Elm, Education Program Specialist from your office made an on-site visit in November 1976. This visit was made relative to the then existing situation in our local school district. A recommendation for thought, put forth by Mr. Elm at that time, was to consider a strong summer program because of the impending time factor involved. This recommendation was seriously considered and implemented in our final 1976-77 grant revision, which has been approved by your office (see attachments: 1) Revised 1976-77 Summary of Objectives and Evaluations. 2) 1976-77 revisions approval letter dated April 15, 1977.)

Other recommendations were made according to the verbal agreement between the Wayne-Westland School District, the Parent Committee, and Mr. Elm which also contributed to the impending need of a summer program. (see attachment: OIE Directives dated December 28, 1976 from Mr. Lee Antell.)

The Project Director position was filled January 26, 1977. Prior to the beginning of the May 7, 1977 Saturday School, these months were spent organizing materials, structuring, and the overall implementation of our program according to the goals and objectives set forth. Expenditures have been incurred to meet the needs of a Saturday School until the end of the regular school year and to continue into the summer (our strongest component) through September 30, 1977. At present, a large sum of monies must be spent in order to meet our planned project activities: (see attachments: 1) Details of planned project activities: 1976-77 Revised Summary of Objectives and Evaluations. 2) Approved 1976-77 Budget Breakdown, 3) Balances of Expenditures Incurred including an explanation of the Other Account line items.

We sincerely hope that this is sufficient justification to approve our extension request.

Sincerely,

Roslynn McCoy

Roslynn McCoy, Director

Rodney R. Deyo
Parent Committee Chairperson

Dr. James Doyle

Dr. James Doyle
LEA Liaison

Attachments:
1) Details of Planned Project Activities, Revised 1976-77 Summary of Objectives and Evaluations
2) 1976-77 Revisions Approval letter dated April 15, 1977
3) OIE Directives dated December 28, 1976 from Mr. Lee Antell, Division Director
4) Approved 1976-77 Budget Breakdown
5) Balances of Expenditures Incurred including an explanation of the Other Account line items

RM/sb

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

July 28, 1977

Ms. Roslyn McCoy
Director, Title IV-A
Indian Education
Wayne-Westland Community Schools
Hamilton Elementary School
1031 S. Schuman
Westland, Michigan 48185

Dear Roslynn:

I have finally gotten around to read the implementation report that you submitted for the 1976-77 Title IV, Part A program. Revised budgets have been keeping me busy.

Judging from your report, you have gotten off to a good start. I can see that it took a lot of hard work and dedication from everyone. The report is well put together and inclusive.

The only comment I have to make concerns some of the Parent Committee members. I notice that the student aides and Dorothy Tufnell, the paraprofessional, are P.C. members and on the staff at the same time. This creates a conflict of interest because as P.C. members they are in a position to make decisions concerning their own salary and other benefits. I am recommending that any staff on the Parent Committee be replaced by other eligible members of the Indian community.

The tests that are in your report are very good you should be able to get some good evaluation results from them.

I am enclosing our Performance and Financial Status Report forms, OE 354 and 354.1, for use in addition to your final report. These forms must be used with all future reports, and can be xeroxed for additional copies.

We are planning our Regional Conference which will be held September 14, 15, & 16 at the Port Plaza Hotel in Green Bay, Wisconsin. The Chippewa Tribe in Minnesota is coordinating it for us. They will be sending you information in the near future concerning reservations, agenda, etc. This conference is one of six that is being sponsored by our office throughout the country.

If you have any questions, do not hesitate to write or call.

Sincerely,

Alice

Alice T. Ford
Education Program Specialist
Division of local Educational
Agency Assistance
Office of Indian Education/Part A

Enclosures:

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

MAY 0 5 1977

Ms. Roslynn McCoy
Project Director
Wayne-Westland Community Schools
3712 Williams Street
Wayne, Michigan 48184

Dear Grantee:

Budget and/or program revisions requested in your letter of April 15, 1977 have been received and reviewed by this Office. Based upon the documentation which you have submitted, this Office approves the request. You may now implement the revisions outlined in the letter.

If you have any questions about his or any other matter, please feel free to contact this Office.

Sincerely,

Alice J. Ford

Education Program Specialist
Division of Local Educational
Agency Assistance
Office of Indian Education, Part A

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
[illegible]
[illegible]

DEC 2 [illegible] 1976

Ms. Roslyn McCoy, P.C. Chairperson
32124 Genesee Court
Westland, Michigan 48185

Dear Ms. McCoy:

Thank you for your letter of December 1, 1976 that explained the present funding status of the Wayne-Westland 1976-77 Title IV Grant.

I have conferred with Mr. Lloyd Elm, Education Program Specialist of our Office, relative to our Office's understanding of the situation at your local school district.

Your concern about a completely valid Indian student count is a commendable concern and one that our Office wishes all Parent Committees would share.

Therefore, according to the verbal agreement made between the Wayne Westland School District, the Parent Committee, and Mr. Elm during the November on-site visitation made by Mr. Elm, the following procedures are to be followed:

1) A re-validation of the Indian student count within the Wayne-Westland School District should be made.
2) If this new count does not correspond to the number of students that your present grant is based on, the adjustment in the grant will be made by our Office in the last payment due in March 1977.
3) The new count can also be used to determine next year's grant, should the district write an approvable application.
4) This new count must be in our Office no later than January 30, 1976 so that time for the adjustment, if necessary, is adequate.
5) At the present funding level, the Wayne-Westland School District receives approximately $127.00 per Indian student. You may use this figure to estimate the adjustment, if necessary, in your total grant, thus allowing you to immediately plan your budget and program for the remainder of the year.

I hope this letter accurately responds to your concerns as stated in your December 1 letter.

If our Office can be of any further assistance to you, please do not hesitate to contact Mrs. Alice Ford, your Education Program Specialist.

Sincerely,

Lee A. Antell
Division Director
Division of Local Educational
Agency Assistance
Office of Indian Education, Part A

CC: Dr. James Doyle
Wayne-Westland School District

APPENDIX F

INSTRUCTORS' RESUMES
AND
JOB DESCRIPTIONS

INSTRUCTORS' RESUME'S

Bonnie Chrapkiewicz

SS# 372-60-5802 Telephone: 562-2636 Birth: Hamilton, Ontario- Marital Status-Single Dependents, 2 children Tribal affiliation, Oneida, Potawatomi-Parents Tribal affiliation, Mother, full-blood, born Oneida Settlement-Father, full-blood Potawatomi from Walpole Island, Ontario

Education: Graduated from high school 1969

Employment: Detroit Indian Center, Detroit, Michigan
Salary - $5.00 per hour
Position: Pre-school Trainee
Work performed: Worked with parents of Indian children. Taught parents techniques to use with their children to prepare them for school.

Native American Child Protection Council
Position: Treasurer
Salary: None, volunteer
Work performed: Take membership, kept track of monies going in and out of council.

Special interests: Indian children are very important to me. That is my main purpose for being involved with the NACPC. To keep Indian children with their own people and out of white homes.

Staff Position: Crafts instructor for the girls. Teaching the children the proper use of materials when to use them, how and why. Its important that they know what they are using is real. Not a plastic like the white man uses, when they use bone, they know its "real" bone, not phoney.

Cheryl Ann Riley

SS# 386-60-6457 RR #3, Wallaceburg, Ontario, Canada
Telephone 519-627-8396 Date of Birth: 7-25-51
Marital status-single Dependents - one
Tribal affiliation-Ojibway from Walpole Island Indian Reservation.

Staff Position: Native American Educational Technician in crafts. High school education. Employed with Walpole Island Indian Reservation Winter Program, Wallaceburg, Ontario
Salary $9.00 an hour- Position - Instructor
Work performed - taught beadwork

Irving "Hap" McCue

SS# 381-34-5733   1117 Pontiac St.,Ann Arbor, Mich
Telephone: 769-3417   Birthdate 2-5-33
Marital status: married   Dependents four
Tribal affiliation Ojibwa

Currently employed at the University of Michigan in the language program for the past five years

Have been employed permanently for the last 24 years with Michigan Consolidated Gas Company as underground pipeline maintanance man

Native American Education Technician in Ojibway language. Also chairman of the Ann Arbor cultural school for native american children in the area.

Stonehorse Goeman

SS# 001-42-5477 319 Garland St. Ypsilanti, Michigan
Telephone: 485-2286 Marital status; Married, 1 child
Place of birth: Big Fork, Minnesota

Education: Received G.E.D. 1971-Boston, Mass. Attended Northeastern University, Boston, Mass one term - University of Michigan, Ann Arbor, Mich 1974 to present working toward B.A.

Employment:National Field Representative for American Indian Movement-Boston-1972

American Indian Movement-National Office, Minn. Administrative troubleshooter-1974

Boston Indian Council-1976-Position, Director for Alcoholic and Drug Program and was also a case worker in Boston area Courts

Tribal affiliation: Tonawanda-Band of Seneca at Tonawanda Reservation in New York

Staff Position: Native American Education Technician in History, Games and Recreation

Glory Tacheenie

SS# 527-90-3667 Date of Birth: 4-12-52
Status: single Native American Education Technician Art

Education: High school diploma and nurses aid training program in high school
Minority counseling training at University of Michigan, Ann Arbor, Michigan

Tribal affiliation: Navajo Reservation, Arizona

Name: Roslynn Elizabeth McCoy
Social Security Number: 372-52-6747
Address: 32124 Genesee Court, Westland, Michigan 48185
Telephone: 313-722-4653
Date of Resume: January 1, 1977
Date of Birth: June 22, 1949
Marital Status: Single
Dependents: Daniel David McCoy
Health: Excellent

Tribal Affiliation: Sauk & Fox Tribe of Oklahoma, at Shawnee
Tribal Roll Number: 996

Parents: Father - David McCoy, Jr.
Tribal Affiliation: Sauk & Fox Tribe of Oklahoma, at Shawnee
Mother - Hazel M. Longboat McCoy
Tribal Affiliation: Cayuga-Mohawk Six Nations, Ontario, Canada

TYPE OF JOB DESIRED: Project Director, Title IV Part A
Program of Indian Education

EDUCATION: Elementary School - Norris 1954-1960 grades K - 6
High School - Adams Jr. High 1960 - 1964 grades 7-9
Wayne Memorial High School 1964 - 1967 grades 10-12
Diploma received
Universities - Northern Michigan University
September 1967 - June 1969
January 1971 - October 1971
Major - Education

University of Michigan
September 1973 - September 1974
Major - Sociology - Psychology

WORK EXPERIENCE: Pertaining to American Indian Community

Employers Name: Michigan Employment Security Commission -
State of Michigan - From February 24, 1975 to present.

Address: 2770 Park Avenue - Detroit, Michigan 48201

Salary: Starting $10,000.00
Present salary: $11,000.00

Position: Job Service Interviewer and Job Developer
Outstationed - Detroit American Indian Center
360 John R. Detroit, Michigan 48226

Supervisor: Mr. Michael Giambattista, Job Service

Work Performed: Liaison person between the Indian community and employers; secure job openings for Indian people (serves Indian people in a five county area); interviews job seekers and refers to prospective employers; in-depth counseling; appointed apprenticeship Specialist - Indian Representative for Detroit area; maintains records, is knowledgeable of current labor market trends: conducted technical assistance sessions and in-service of groups sessions made up of job seekers, pertaining to job readiness. Example: pre-apprenticeship in-servicing: maintains working relationship with all area American Indian organizations and community centers.

PERSONAL REFERENCES:

1. Mr. Paul Johnson - Human Rights Department,
   American Indian Representative, Michigan Education Association
   1216 Kindale Blvd.
   Lansing, Michigan 48864
   Telephone 517-332-6551

2. Mrs. Bernice Appleton - Board Member
   Native American Child Protection Council
   3164 Linden
   Dearborn, Michigan 48124
   Telephone - 562-2636

3. Mr. Dean George - Past Director
   Detroit American Indian Center
   4156 Cabot
   Detroit, Michigan 48210
   Telephone 846-1837

4. Mr. Hank Bonga - Director
   Detroit American Indian Center
   360 John R.
   Detroit, Michigan 48226
   Telephone 963-1710

5. Mr. Harry Command - Director
   American Indian Services
   800 W. Baltimore
   Detroit, Michigan 48202
   Telephone 871 -5330

SPECIAL INTERESTS:

Besides working with American Indian people for American Indian people: special interests are arts and crafts; bead work; leather work; traditional American Indian singing, dancing and attending all Indian POW - WOWS

OTHER INFORMATION:

Organizations and positions served.

1. Organization of North American Indian Students - Northern Michigan University (ONAIS - NMU): Spearheaded and organized the first Indian student organization on NMU's campus, elected chairperson - organized first American Indian Awareness week ever held in Michigan.

2. The Nishnawbe News - first major Indian newspaper serving Indian people of the Great Lakes area. Edited and published by ONAIS - NMU. Since its beginning it has obtained national circulation and has achieved national acclaim, thru membership of the American Indian Press Association.

3. American Indians Unlimited (A.I.U.) of Ann Arbor, Michigan - member, of which was an advocate of American Indian Rights during the Indian burial grounds diggings controversy against the University of Michigan in February 1973. Here, the University violated traditional and religious beliefs and convictions of our national heritage. Was asked to be spokesperson and represented A.I.U. - Ann Arbor in a confrontation with the University of Michigan Board of Regents.

4. Member Native American Student Association, University of Michigan.

5. Member - American Indian Movement, at large members of the Detroit area; elected recording secretary. Took part in the Wounded Knee II take over in 1973 by serving at Crow Dog's support Camp on the Rosebud Reservation in South Dakota, where from the sole food and medical supplies were back packed into Wounded Knee every night.

6. Served on POW-WOW committees for Ann Arbor and the Detroit American Indian Center.

7. Have been invited to and attended conferences as an Indian Representative within M.E.S.C. state wide in conjunction with the Michigan Commission on Indian Affairs.

8. Title IV Part A Parent Committee Chairperson, Wayne-Westland Community School District.

9. Invited to and attended a National Special Needs Assessment Seminar - through the Office of Indian Education in Washington, D. C., representing the Wayne-Westland Title IV Part A Parent Committee, where served as one of four representatives from the State of Michigan.

10. Asked to serve on the board of the Post Secondary Training Skills and Career Development Program under a Wayne State University Title I grant in conjunction with American Indian Services. The board will hold its initial meeting January 6, 1977.

PLEASE POST

WAYNE-WESTLAND COMMUNITY SCHOOLS
3712 Williams Street
Wayne, Michigan 48184

PLEASE POST

November 18, 1976

ANNOUNCES POSITION OPENING AS FOLLOWS:

- Project Director, Title IV (Part A) Program of Indian Education

QUALIFICATIONS:

- Qualified candidates of Native American Indian ancestry preferred
- Such alternatives to the above qualifications as the board may find appropriate and acceptable
- Knowledge and experience in Native American Indian Education and culture preferred

SUPERVISES:

- Indian Education Staff (community involvement agents, building coordinators, parent leaders, project secretary, and student assistants)

POSITION GOAL:

- To direct and implement Indian Education Program in the Wayne-Westland Community Schools

RESPONSIBILITIES:

- Implements Indian Education Program goals and objectives
- Plans, organizes and implements overall activities related to Indian Education Program
- Determines budget expenditures
- Serves as liaison between school district, parent committee and project schools
- Participates with other staff members in disseminating information on Indian Education Program at seminars and conferences
- Serves as liaison agent for county and state agencies
- Confers with parents and community on district programs and policies
- Participates in screening, interviewing and assigning staff members
- Designs inservice activities for staff
- Assists district and outside evaluators with evaluation designs
- Other duties as related to the Indian Education Program

WORK SCHEDULE:

- 46 Actual work weeks

SALARY:

- Open - based upon qualifications and experience

Project Director position is dependent upon annual federal funding. Position terminates with cessation of federal funds.

APPLICATION:

- Forward letter of application to: Mr. Richard Buerk
Personnel Office
3712 Williams Street
Wayne, Michigan 48184

APPLICATIONS MAY BE FILED THROUGH FRIDAY, DECEMBER 3, 1976

PONOV18/76/jle

PLEASE POST

WAYNE-WESTLAND COMMUNITY SCHOOLS
3712 WILLIAMS STREET
WAYNE, MICHIGAN 48184

PLEASE POST

November, 1976

ANNOUNCES POSITION OPENING AS FOLLOWS:

° Secretary - Division of Curriculum - Indian Education Project - **Grade II - 12 Months**

The Wayne-Westland Community Schools have received a grant from the Office of Indian Education. Current funding is for the 76-77 school year with the possibility of a second and third year funding.

QUALIFICATIONS:

- ° High school graduate; some business college training desirable
- ° Secretarial experience with bookkeeping and accounting background desirable
- ° Possess speed and accuracy in typing, filing and use of office machines
- ° Possess working knowledge of producing materials with proper format, grammatical construction and layout techniques
- ° Ability to greet and communicate effectively with public
- ° Ability to work with entire staff with courtesy and tact
- ° Possess good health
- ° Knowledge of Native American Indian culture desirable
- ° Candidates of Native American Indian ancestry preferred

DUTIES & RESPONSIBILITIES:

- ° Performs secretarial duties for the project director, some of which by necessity require confidentiality of information
- ° Answers telephone, acts as receptionist, giving information and schedules appointments
- ° Processes incoming and outgoing mail
- ° Transcribes memoranda, reports, agenda minutes, etc.
- ° Performs secretarial duties related to Indian Education Program
- ° Assists with the preparation and distribution of information to school administrators and instructional staff
- ° Maintains complete and accurate records of programs applications, budgets, purchase orders, and written reports
- ° Answers routine correspondence at the direction of the program director
- ° Performs related work as assigned by supervisor

SALARY:

°	Minimum - 1st year	Maximum - 5th year
	$3.67 + col	$4.82 + col

APPLICATION:

° Forward letter of application to: Mr. Arthur W. Elander
Executive Director of Personnel
3712 Williams Street
Wayne, Michigan 48184

Letters of application may be submitted through Tuesday, November 30, 1976

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JOB DESCRIPTION - COMMUNITY LIAISON

1) Monitoring of all classes when in session.

2) Student Aide scheduling. Monitoring of need and Native American Educational Technicians' supervision of Aides.

3) Trouble shoot any problems.

4) Coordinates transportation/ car pools to and from school of designated students.

5) Dissemination of designated information and materials to and from Wayne-Westland Community Schools Administrative offices.

6) Media Equipment - availability of, preparation and operation.

7) Community outreach - parents and students.

8) All other responsibilities and or duties as designated.

JOB DESCRIPTION - PROGRAM TECHNICIAN

1) Keeps an accurate inventory at all times of equipment and supplies and materials (office, cultural, and academic).

2) Distribution of and safe keeping of all supplies and materials. Monitoring of all class requisitions.

3) Preparation and operation of all media equipment.

4) Upkeep of copy machine.

5) Assists in preparation of class materials to students.

6) Assists in all mailings to parents and students.

7) Assists in all other dissemination of information.

8) All other responsibilities and/or duties as designated.

WAYNE-WESTLAND COMMUNITY SCHOOLS
INDIAN EDUCATION
May 19, 1977

JOB DESCRIPTION OF RESPONSIBILITIES: SECONDARY STUDENT AIDES

1) Prior to starting of each class, will take own initiative in assisting instructor in preparing materials and all teaching aides.

2) Will assist in attendance taking.

3) Will assist in distribution of materials (set-up) to all students.

4) Will assist in clean up: maintenance of and returning materials to center. At the end of each day student aides should return to their assigned class and assist with clean up.

5) Will assist in keeping student projects organized for storage purposes after each class.

6) Will assist in maintaining order and behavior of students in all classes at all times.

7) Will assist students with class projects and all other instruction. This also serves to reinforce the student aide's comprehension of the presented subject matter.

8) Will maintain a healthy, helpful and pleasant disposition.

9) Will not question an instructors directives.

10) Will respect and get along with staff and those outside of staff.

11) Will not create needless unwarranted indiscretions because of own unjustified petty indifferences.

12) All student aides are obligated to attend all secondary classes unless directed otherwise as a result of consultation between instructor and director.

13) Will assume all such responsibilities as directed. All designated responsibilities are common to the role of a student aide. In using common sense and initiative in assuming these responsibilities, will not only aid in the success of this project, but most important of all, will aid in our struggle for self-determination, according to our own standards.

CLASS LESSON PREPARATION

ASSESSING YOUR NEEDS AND THINGS TO REMEMBER:

1) Do you know your class schedule for the day?

2) Have you checked out all needed materials (with Dorothy) for your A.M. & P.M. classes?

3) Do you have other needed aids - such as chalk boards, erasers, pencils, chalk, etc.?

4) Are you or your student aid in the classroom to greet students?

5) Do you instruct students in safety precautions when necessary? (working with specific materials, ex. scissors, etc.)

6) Do you start class on time? (Kids tend to get bored if they are left with nothing to do)

7) Do you present your subject in a way to keep student interested?

8) Are your student aides prepared, by you, to assume their responsibilities?

9) Is your lesson plan book up to date?

10) Do you also share the responsibility to meet with the director in making all preparations?

11) Along with the lesson plan itself, do you note all needed instructional materials? Is the director aware of your instructional needs?

12) Do you communicate with our students at their level?

13) Have you signed in for staff inservice and the days to teach (Time in and out)?

14) Have you signed an attendance sheet for all in-service/ staff meetings?

ARE THERE ANYMORE SUGGESTIONS THAT YOU CAN SEE?

APPENDIX G

SAMPLES OF INSTRUCTIONAL MATERIAL

PIN CUSHION

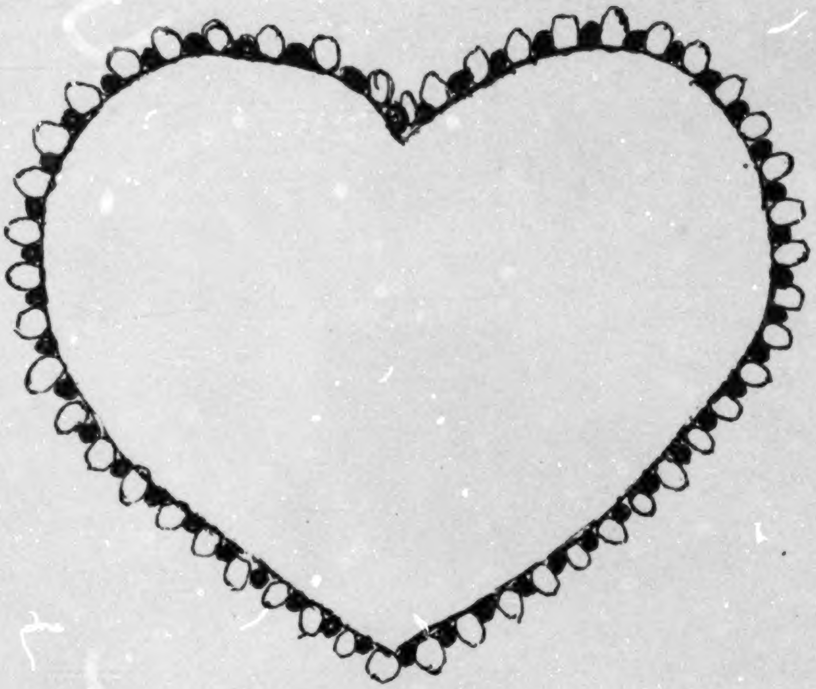
MATERIALS NEEDED:

2 pieces of felt

2 colors of pony beads

thread and needle

stuffing



POUCH

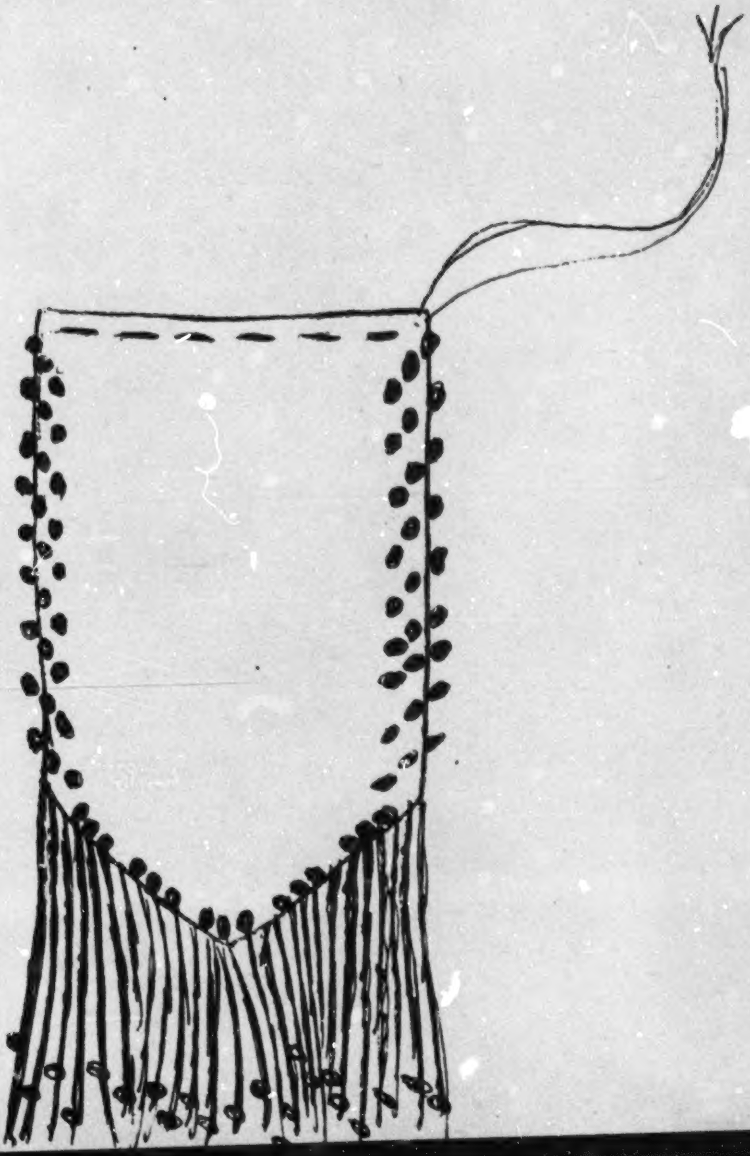
MATERIALS NEEDED:

deer hide

small pony beads

waxed thread

scissors



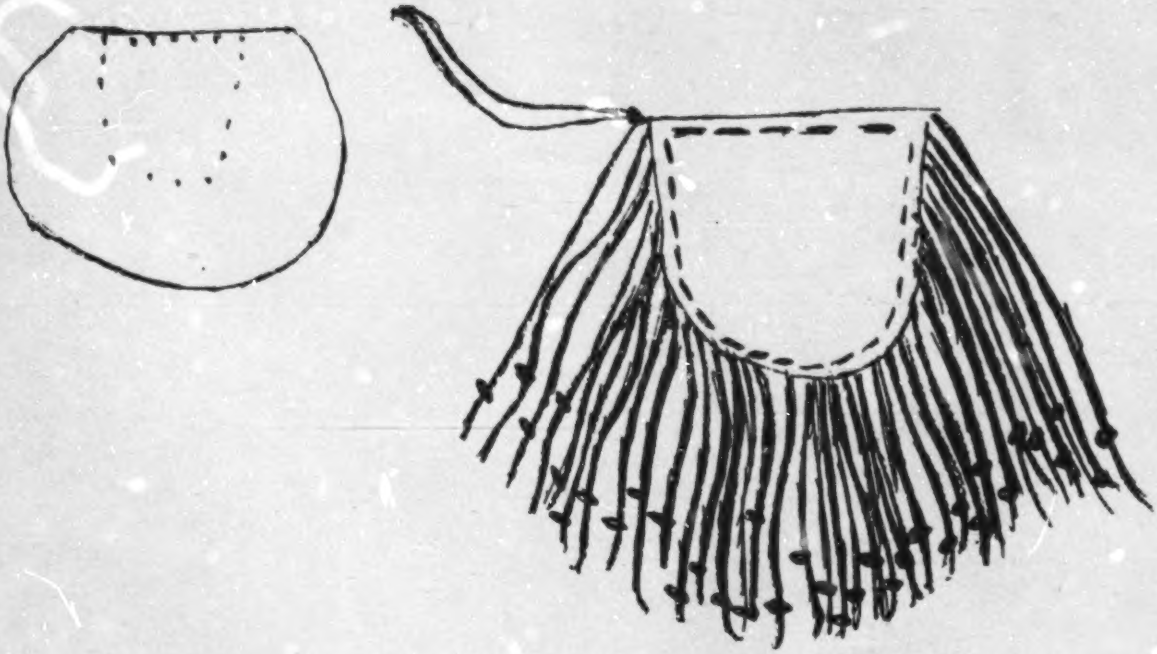
FRINGE POUCH

MATERIALS NEEDED:

scissors

deer hide

small pony beads (optional)



Bone Choker

MATERIALS NEEDED:

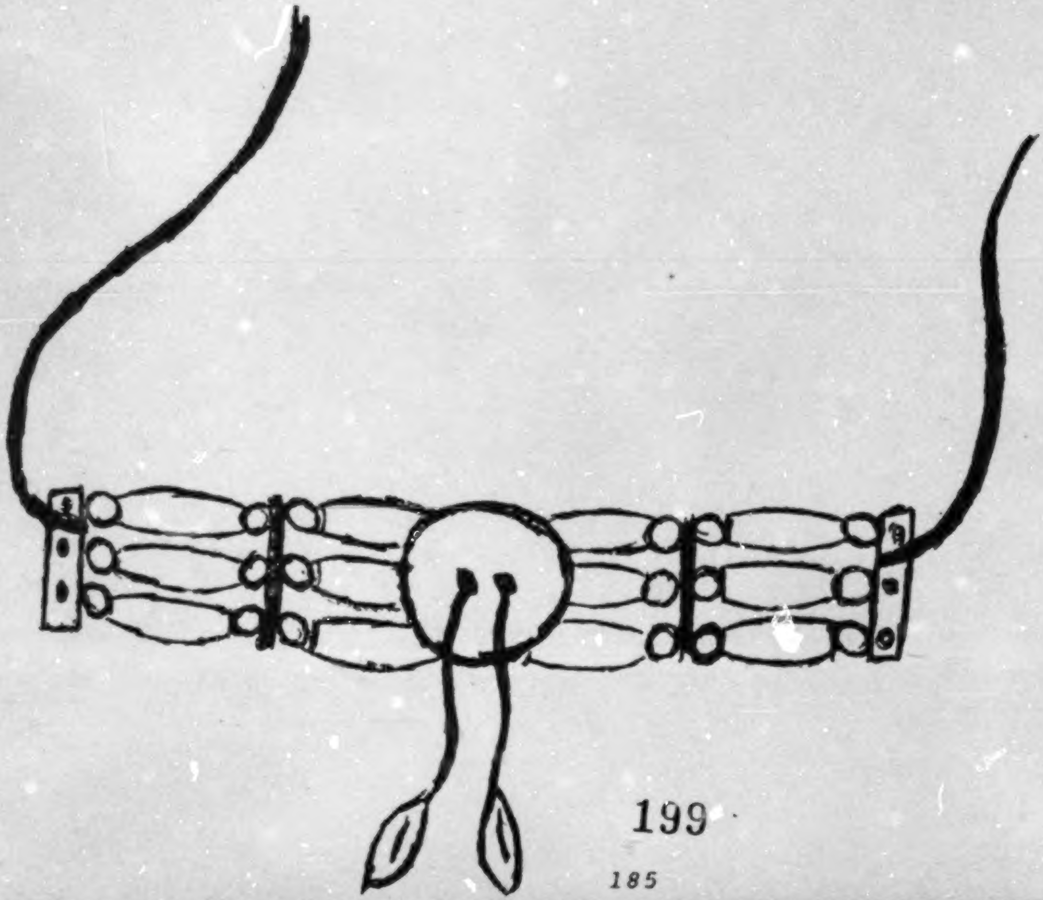
12 1 1/2 inch bones

5 pieces of cowhide, with 3 holes punched in each piece

24 glass **beads**

1 abalone disc
2 cowrie shells

3 strips of hide



KEY CHAIN

MATERIALS NEEDED:

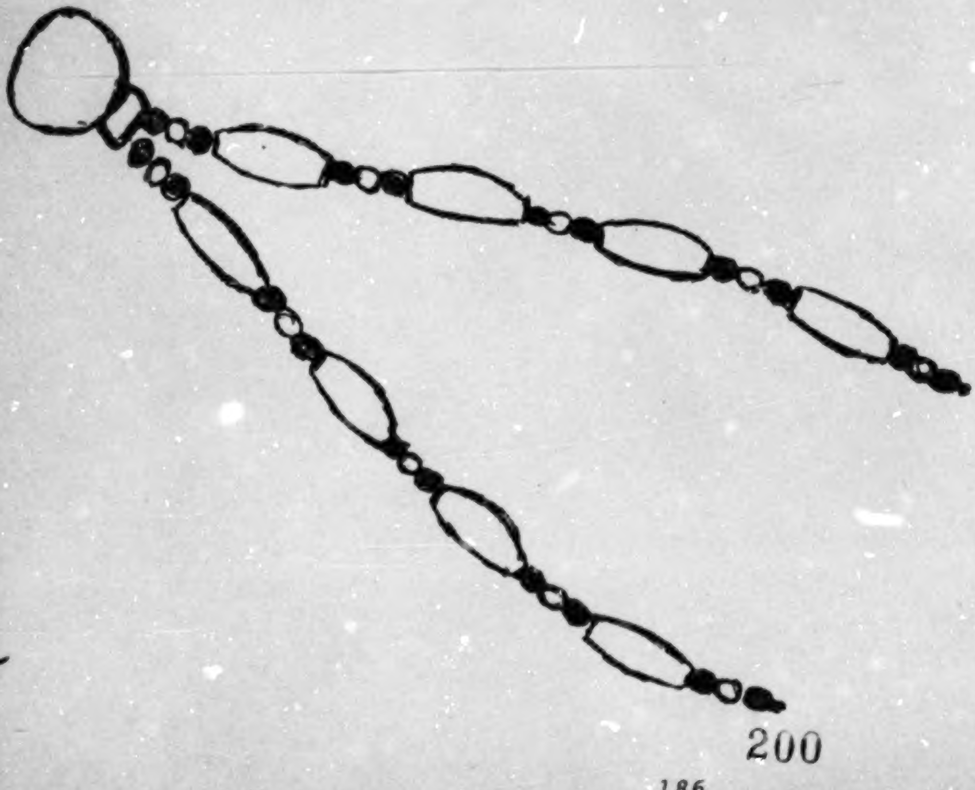
1 KEY RING

8 1 inch bones

2 different colors of small pony beads

1 large pony bead

thin strip of hide.



BONE NECKLACE

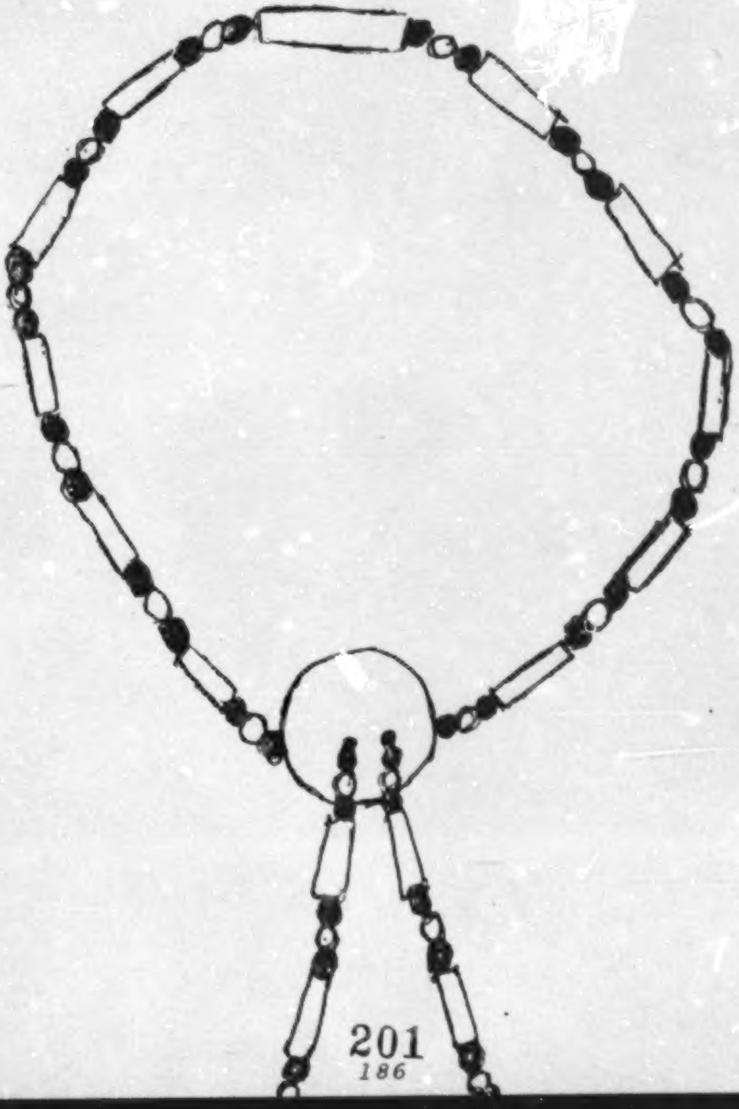
MATERIALS NEEDED:

1 1/2 inch bone

2 colors of small pony beads

1 pink moon shell

waxed thread or thin strip of hide.



Beaded Bracelet

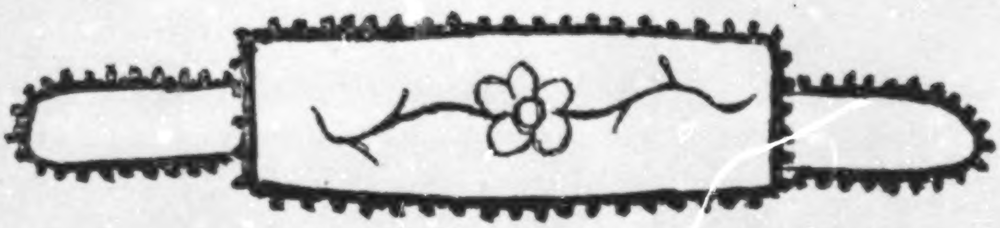
MATERIALS NEEDED:

felt

thread and needle

seed beads

snap



Hair Tie

MATERIALS NEEDED:

1 pink moonshell

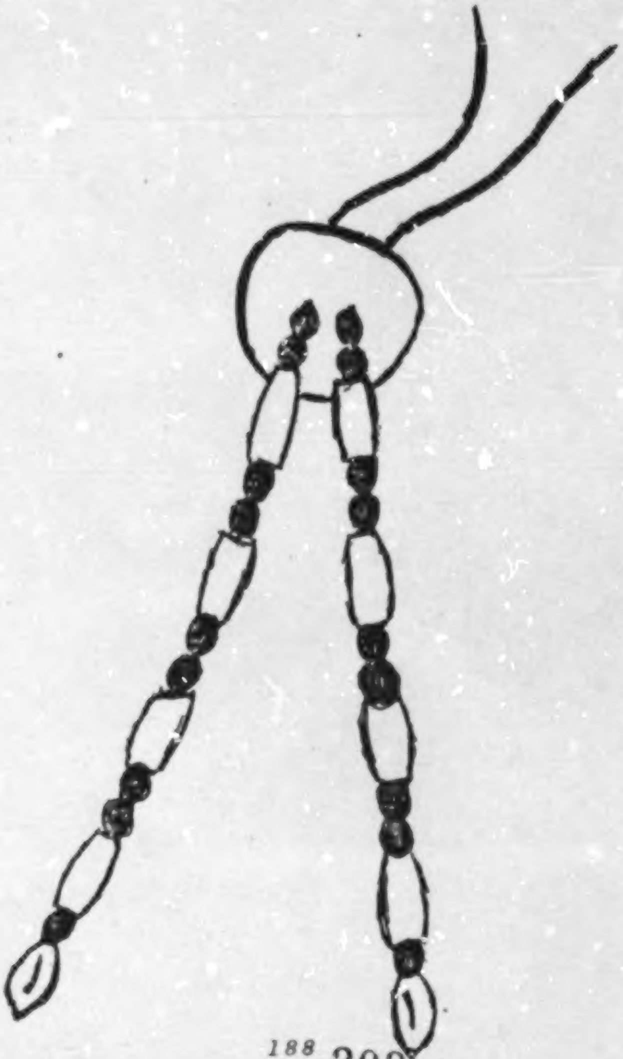
8 1 1/2 inch bones

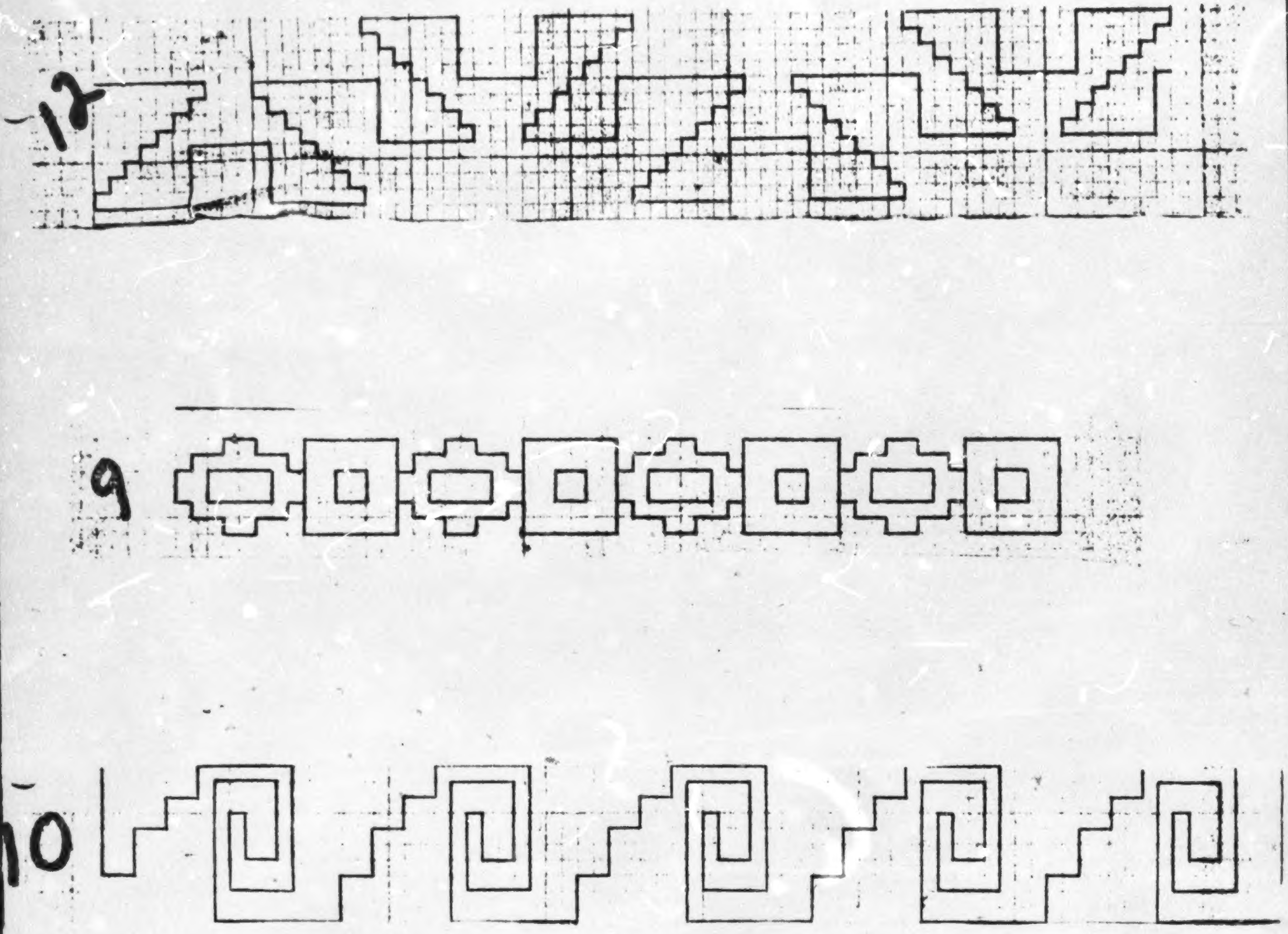
18 glass beads

2 cowrie shells

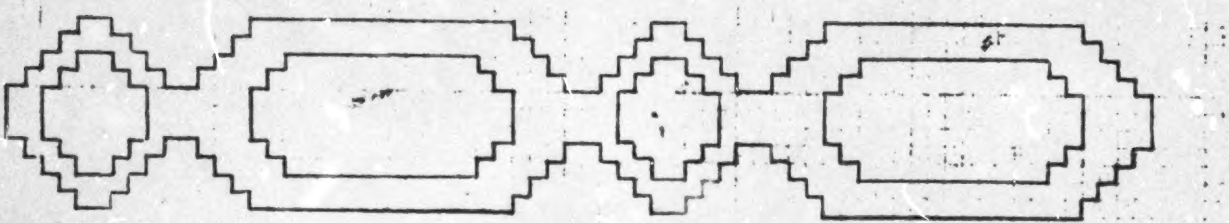
waxed thread

1 8 inch strip of hide





different patterns for beading. Numbers indicate number of beads wide.



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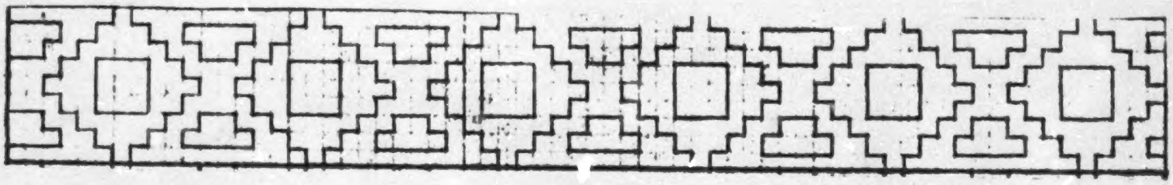
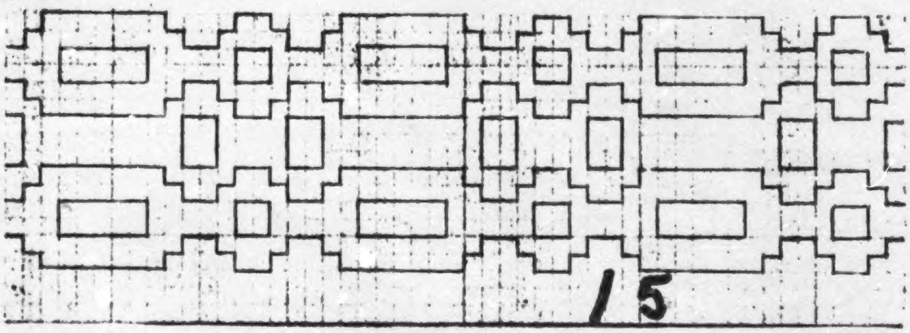
9





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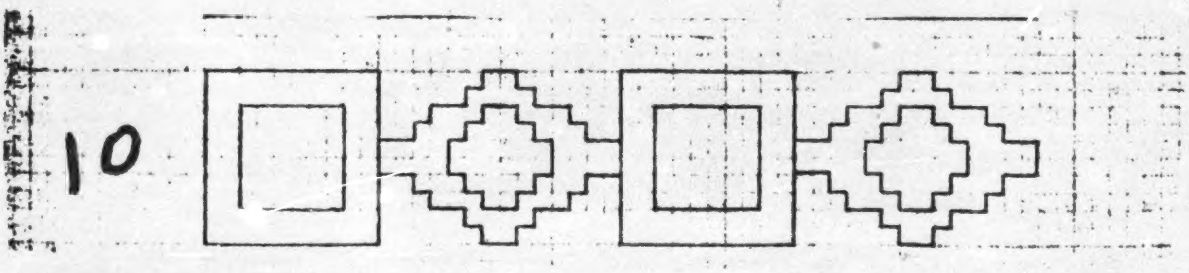

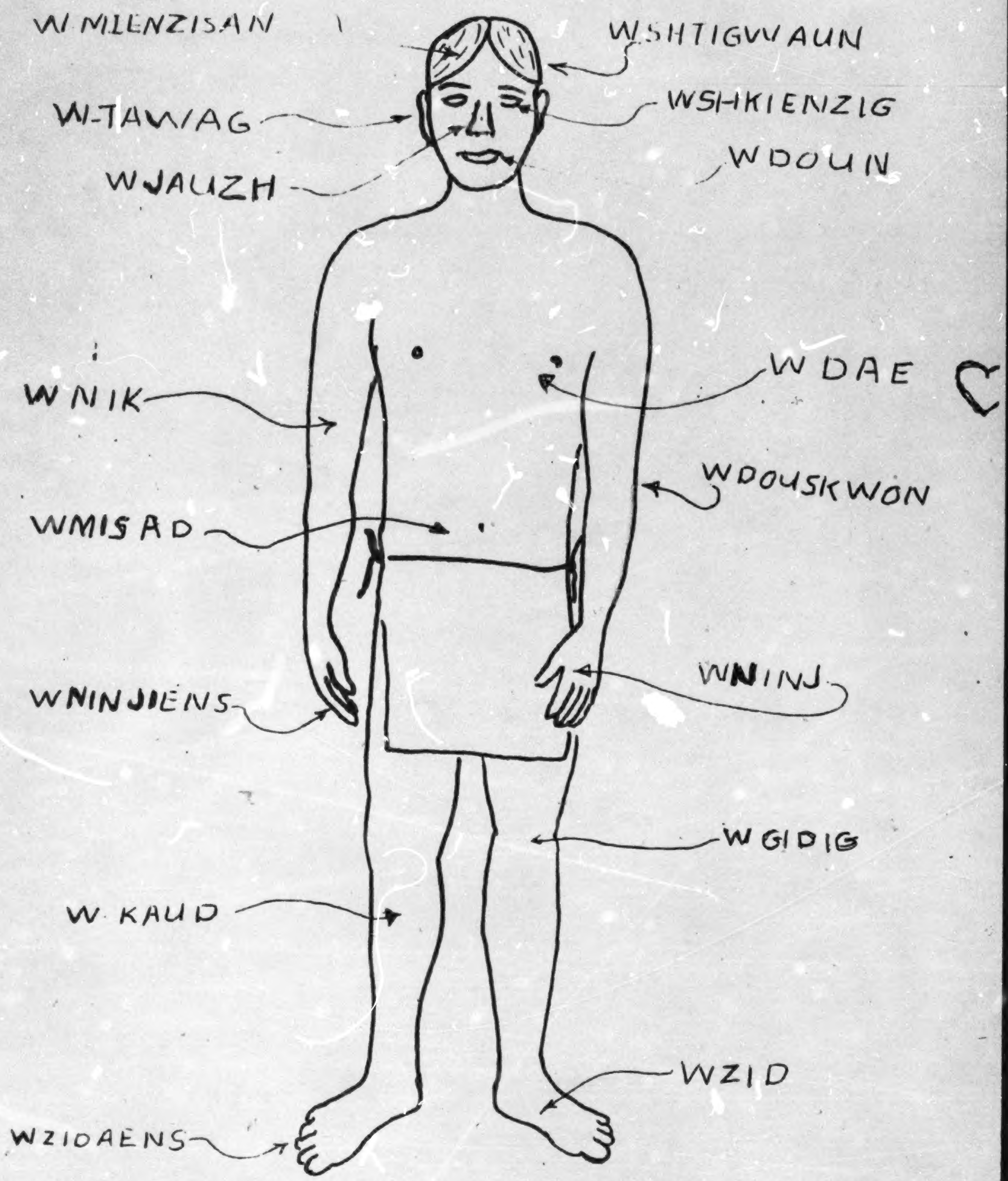
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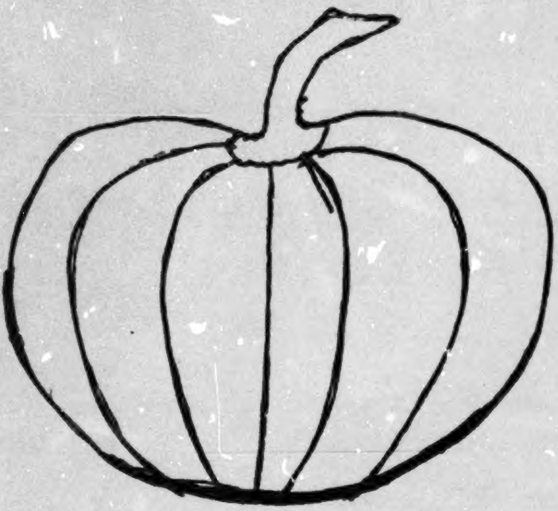

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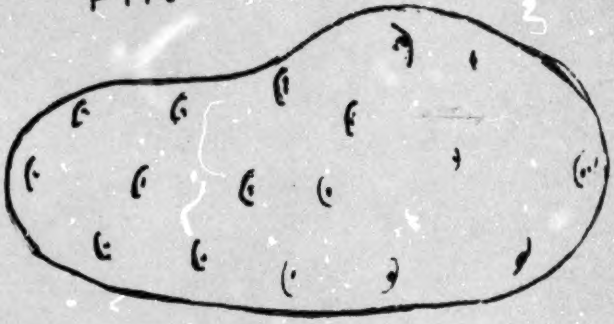

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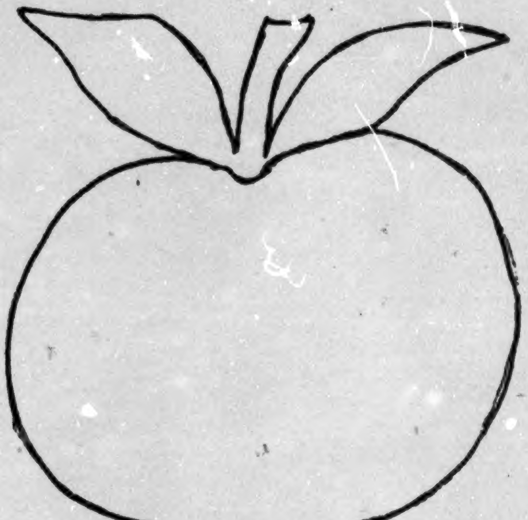

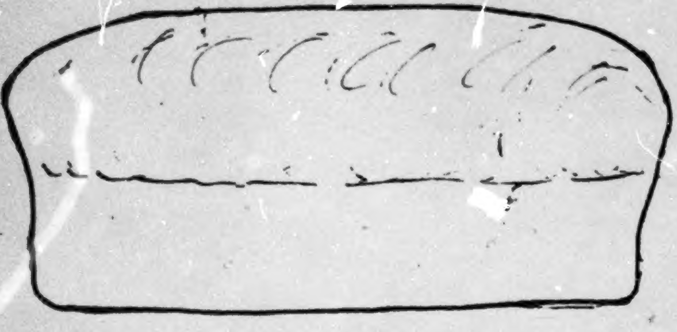

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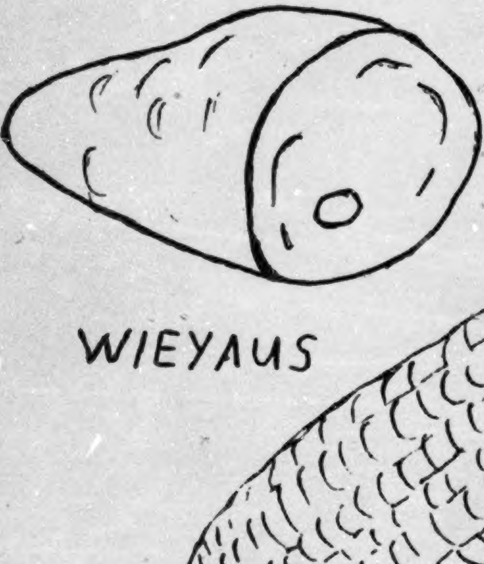

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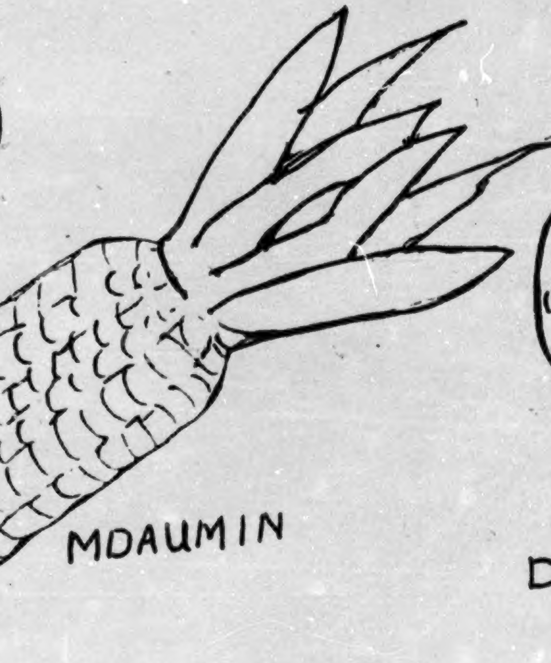

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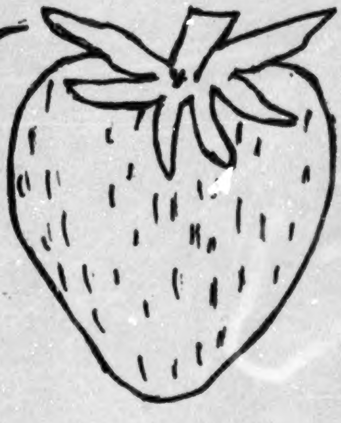


DAEMIN

WAYNE-WESTLAND INDIAN EDUCATION
PRESENTATION FOR ELEMENTARY CLASSES

INTRODUCTION: Boojo, my name is Kathy McMillan & I am a Program Technician with Indian Education, located at Hamilton School.

INDIAN EDUCATION IS OFFERED FOR ALL STUDENTS OF INDIAN HERITAGE. OUR SCHOOL RAN 3 DAYS IN THE SUMMER AND ½DAY ON SATURDAY DURING THE SCHOOL YEAR. OUR CLASSES OFFER INDIAN HISTORY AND GAMES, LANGUAGE, INDIAN ARTS AND CRAFTS, AND SONGS AND DANCES. ALL OF OUR INSTRUCTORS ARE OF INDIAN HERITAGE.

TODAY, I'VE BROUGHT YOU EXAMPLES OF OUR STUDENTS EFFORTS AND FINISHED PRODUCTS. I WILL BE SHOWING YOU SLIDES AND READING YOU TEACHINGS OF OUR ELDER PEOPLE, HANDED DOWN FROM GENERATION TO GENERATION, WHICH ARE BOTH SACRED AND COLORFUL.

E) WE WILL START OUT OUR PRESENTATION, WITH SONGS AND DANCES. INSERT
G) HERE WE HAVE OUR K-1 GRADERS , LEARNING THE BASICS OF TRADITIONAL DANCE,
H) AND THIS IS AN EXAMPLE OF 4/5/6 GRADERS, ENJOYING A ROUND DANCE;& LEARNING TO KEEP IN STEP WITH THE BEAT OF THE DRUM.
*) OUR STUDENTS LEARN TO KNOW THE METHOD AND TONE OF DRUMMING & OUR LEARNING BY THE BEAT OF THE DRUM, WHETHER IT WILL BE A TRADITIONAL OR ROUND DANCE.
I) THIS IS AN EXAMPLE OF A DRUMSTICK SOME OF OUR STUDENTS HAVE MADE.
J) AS YOU CAN TELL FROM THESE EXAMPLES, IT TAKES A LOT OF DETERMINATION & HARD WORK TO MAKE THESE ITEMS,
K. BUT OUR YOUNG BOYS DON'T MIND AND REALLY FEEL GOOD ABOUT THEIR FINAL RESULTS.
L) IN GIRLS CRAFTS, WE HAVE HERE AN EXAMPLE OF A HAIR TIE, MADE OF BONE AND BEAD,
N) AND FROM THE SMILES ON THESE STUDENTS FACES, THEY ARE PLEASED WITH WHAT THEY HAVE DONE.
*) IN ART, NOT ONLY DO THE STUDENTS DRAW AND PAINT,
*) BUT, ALSO USE THEIR HANDS AND IMAGINATION AS SHOWN HERE IN MAKING WIGWAMS:
*) WE ALSO HAVE CLASSES IN OJIBWAY LANGUAGE,
*) AND AS YOU CAN SEE BY THIS EXAMPLE, IT LOOKS HARD,
*) BUT OUR STUDENTS ARE LEARNING RAPIDLY WITH THE AID OF HAP MCCUE OUR LANGUAGE INSTRUCTOR.
O) IN SPORTS OUR STUDENTS ARE LEARNING THE INDIAN GAME OF LACROSSE.
P) THIS GAME TAKES A LOT OF SKILL AND TEAMWORK AND OUR STUDENTS ARE EAGER TO LEARN.
X) FOODS ARE VERY IMPORTANT TO ALL OF US. THIS YEAR OUR STUDENTS, SOME FOR THE FIRST TIME, TASTED MUSKRAT AND DUCK.
Z) IN A FOODS WORKSHOP, OUR OLDER STUDENTS LEARNED HOW TO MAKE LONGHOUSE COOKIES, AND
aa) WHILE THE GIRLS ARE FINISHING UP, THE BOYS ARE TRYING TO DECIDE WHO'S GOING TO CLEAN UP.
R) HERE WE HAVE A GROUP OF YOUNG LADIES HAPPY AND PROUD WITH THE HAIRTIES AND ART THEY HAVE DONE, AND
S) OUR BOYS, WITH A FEELING OF SATISFACTION AND PRIDE WITH THEIR WORK.
*) WE ALSO HAD GUEST SPEAKERS;
dd) ON AUG. 24, 77, WE HOSTED CARLEEN PEDROTTI, WHO SPOKE ON THE PROGRESSION OF THE INDIAN MOVEMENT LOCALLY, THEN
hh) ON AUG. 31, WE WERE HOST TO DEAN GEORGE, WHO SPOKE ON THE PROGRESSION OF THE INDIAN MOVEMENT IN MICHIGAN.
kk) WE ALSO HAD OTHER ACTIVITIES,
mm) ONE OF THESE WAS A FIELD TRIP TO WALPOLE ISLAND IN CANADA, WHICH IS AN INDIAN RESERVATION. THIS IS THE FERRY OUR STUDENTS TRAVELLED ON AND THE ISLAND IS IN THE BACKGROUND.

nn) MOST OF OUR STUDENTS HAVE NEVER HAD THE EXPERIENCE OF WATER TRAVEL AND REALLY ENJOYED THE RIDE ON THE FERRY, ALONG WITH PARENTS AND STAFF WHO WERE IN ATTENDANCE AS CHAPERONES. TWO OTHER FIELD TRIPS WERE TAKEN ALSO. ONE WAS TO THE MUSEUM OF NATURAL SCIENCE IN ANN ARBOR, WHERE WE VIEWED THE DIFFERENT WAYS OF INDIAN CULTURE AND LIFE; THE OTHER WAS TO THE WESTLAND NATURE CENTER, WHERE WE LEARNED DIFFERENT TYPES OF TREES AND PLANTS, AND THEIR USES.

ss) AT THE END OF THE SUMMER, STUDENTS, FAMILIES, STAFF AND GUESTS ENJOYED OUR END OF THE YEAR FEAST. HERE WE ARE JOINING IN THE BLESSING, BEFORE OUR MEAL

tt) AFTER OUR MEAL, THE STUDENTS WERE PRESENTED WITH GIFTS MADE BY THE STAFF, MARKING THE END TO A VERY REWARDING AND PRODUCTIVE YEAR.

SUMMATION:

IN INDIAN EDUCATION OUR STUDENTS HAVE GAINED A BETTER SELF-IMAGE OF THEMSELVES AND HAVE A DEEPER APPRECIATION OF THEIR CULTURAL HERITAGE.

PREPARED BY: KATHERIN MCMILLAN
OCTOBER 7, 1977

APPENDIX H

INDIAN CULTURE SURVEYS & RESULTS

TEST RESULTS

TITLE IV-PART A INDIAN EDUCATION
WAYNE-WESTLAND COMMUNITY SCHOOLS
GRANT YEAR 1976-1977

QUESTIONS ASSOCIATED WITH INDIAN CULTURE,

KINDERGARTEN thru GRADE 3

DIRECTIONS:

Read questions to students. Have them circle the person or object by each member that they think is correct.

Questions (% Correct)

Pre	Post	
30%	43%	1) Circle the man that first had a log cabin
72½%	71%	2) Who first grew corn?
30%	86%	3) Who provided the food for the first Thanksgiving?
75%	29%	4) Who did Indian people get horses from?
87½%	86%	5) What big bird do Indian people like the best?
47½%	71%	6) Who invented chewing gum?
62½%	71%	7) Who are the first people of this land?
47½%	71%	8) What does Michigan mean?
57½%	86%	9) What does Chicago mean?
92½%	86%	10) What do Indian women and girls wear or carry when they dance?

Total students Pre 40 - Post 7

Answer sheet designed by the project artist, Ms Neva Coriz, Native American Educational Technician. Neva's tribal affiliation is Tewa of the Keresan, Santo Dominto, New Mexico

1.

2.

3.

4.

5.

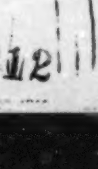
6.

7.

8.

9.

10.



TEST RESULTS

TITLE IV-PART A INDIAN EDUCATION
WAYNE-WESTLAND COMMUNITY SCHOOLS
GRANT YEAR 1976-1977

QUESTIONS ASSOCIATED WITH INDIAN CULTURE,

GRADES 4, 5, and 6

DIRECTIONS: Multiple choice. Circle the correct answer a,b,c, or d. There is only one correct answer.

QUESTIONS: (%Correct)

Pre
Post

0% 1) Michigan means:
90%

a) Great Lakes
b) Sweet grass
c) Marsh
d) Ant

6% 2) Chicago means
90%

a) Falling rocks
b) Wild onions
c) Lost gold
d) Robin's nest

78% 3) Indian people call themselves:
100%

a) Earth keepers
b) Handsome
c) Cliff dwellers
d) First People

47%
100%
4) Michigan Indians lived in:

a) Log cabin
b) Tent
c) Tee Pee
c) Wigwam

89%
100%
5) Indian people gave the world which of the following foods?

a) Spaghetti
b) Big Mac
c) Corn
d) Sauerkraut

83%
100%
6) Indian people use what musical instrument with their dances?

a) Trumpet
b) Organ
c) Drum
d) Bagpipes

7%
80%
7) The idea for the American government came from:

a) Apaches
b) Pirates
c) Sioux
d) Iroquois

11%
70%
8) Who suggested unity to Benjamin Franklin?

a) Canassatego
b) Geronimo
c) Sitting Bull
d) Manuelito

8%
80%
9) To which tribe did Chief Joseph belong?

a) Cherokee
b) Blackfoot
c) Nez-Perce
d) Ojibway

22%
100%
10) What holiday do Indian people celebrate in June:

a) Defeat of Custer
b) Independence Day
c) Wounded Knee
d) Massacre at Sand Creek

39%
90%
11) The three tribes of Michigan are:

a) Ottawa, Sioux, Cherokee
b) Chippewa, Mohawk, Sauk & Fox
c) Chippewa, Potawatomi, Ottawa
d) Keresan, Cayuga, Oneida

Total students Pre 36
Total students Post 10

TITLE IV-PART A INDIAN EDUCATION
WAYNE-WESTLAND COMMUNITY SCHOOLS
GRANT YEAR 1976 - 1977

SECONDARY GRADES 7 - 12

QUESTIONS ASSOCIATED WITH INDIAN CULTURE,

PART I DIRECTIONS:

Multiple choice. Circle the correct answer a,b,c,d, or e. There is only one correct answer.

Questions: (%Correct)
Pre
Post :

93% 1) Select the two American Indian Tribes whose languages
44% were used as an official code during World War II

- a) Mohawk
- b) Apache
- c) Hopi
- d) Cherokee
- e) Navajo

45% 2) To what tribe did Lt. Johnson who wrote General Lee's
22% surrender at Appomadox belong?

- a) Cree
- b) Modoc
- c) Mandan
- d) Cherokee
- e) Cheyenne

21% 3) To which tribe did Chief Joseph belong?
55%

- a) Cherokee
- b) Blackfoot
- c) Nez-Perce
- d) Ojibway
- e) Shawnee

31% 4) From what organization of American Indians were
84% the Colonies influenced to unite and develop a
democratic form of government?

a) Mayan empire
b) Iroquois Confederacy
c) Arapaho
d) Taos Pueblo
e) White Mountain Apache

86%
77% 5) From what creature are American Indian people
descended?

a) Bird - Eagle
b) Horse
c) Cow
d) Giraffe
e) Lion

93%
100% 6) The "heart beat" of American Indian people is:

a) Flute
b) Drum
c) Rattle
d) Bells
e) Shaker

38%
66% 7) The role of a Clan mother is:

a) Punisher
b) Family head
c) Cook
d) Healer
e) Wage earner

59%
77% 8) What treaty in the early 1800's forced the Cherokee
Nation, in the dead of winter, off of their rich
copper and gold land in the southeastern part of the
United States?

a) Michigan Fishing Rights Treaty
b) Jackson's Trail of Tears (Indian Removal Act)
c) Powder River Fishing Treaty
d) Wind River Hunting Treaty

93%
100% 9) An Indian child should never:

a) Break a limb off a tree
b) Play baseball
c) Show disrespect to an elder
d) Become a stunt driver
e) Work a rodeo circuit

66%
77% 10) The 1890 Massacre of Wounded Knee took place in:

a) Georgia
b) Michigan
c) Canada
d) South Dakota
e) Philippines

PART II DIRECTIONS:

Answer the following questions in the space provided:

72%-88% 1) Name one Indian dance below

72%-66% 2) Name some basic pieces of a man's fancy dance outfit

10%-88% 3) When does a dancer receive an eagle feather?

66%-77% 4) Name some basic pieces of a woman's dance outfit

45%-88% 5) What do most Indian women wear or carry when dancing?

28%-66% 6) Name two types of Indian songs

0% -33% 7) What color belongs to a Sauk & Fox Chief and his descendents?

83%-100% 8) What musical sounds usually accompany Indian singing?

28%-44% 9) Name two kinds of Indian baskets

66%-88% 10) What kind of Indian craft is done on a loom?

34%-66% 11) Name the three tribes of Michigan

Pre 28
Post 9

SPECIAL PARENT COMMITTEE MEETING

FINAL EVALUATION REPORT ACCEPTANCE

October 14, 1977

Jenette Murry

Douglas D McIntyre

Weller S Tufnell

Barbara Styers

Sarah S. Stockton

Joseph W. Robinson

Nancy Marie Neal

Patricia M McIntyre

Ronald Barry

Carol Joan Sumner

Ruth Ann McGraw

Rosemary Wright

Rickey R Day

Mary Sue Days